KINDERGARTEN: WHY WE NEED TO CHANGE IT

Jason Sachs
Boston Public Schools
WHAT IS THE DIFFERENCE BETWEEN?

- Preschool and Kindergarten?
- Kindergarten and First Grade?
  - How much direct instruction should they receive? Is it the same, more or less than preschool and 1st grade?
- Is there a difference in PreK, K and 1st students, e.g. more variation in prior schooling?
- Are there skills other than math, literacy, science, that you would expect to see?
- Would you expect different instruction in PreK, K & 1st (how so?)
- Would you expect to see naps/quiet time, after school?
- Would you think about students differently if you knew they were in a preschool program versus no prior preschool? How so?
- Would English Language Learners require different curriculum or the same?
- What sources of evidence would you use to measure student’s progress? Do these sources match the skills you wanted the students to attain?
- What sources of evidence would you use to measure teacher quality?
  - Are these measures different for PreK and 1st grade?
**Curriculum**

**Elementary**
- Subject areas: ELA, math, science, social studies, art
- K-5 publishing companies
- MCAS

**Structural**

**Early Education**
- Thematic, integrated curriculum
- Choice time (self directed/independent)
- Observational assessments
- Full day means full day

- Same staff for 8-10 hours (non union)
- Less educated workforce/administration
- Smaller Group Size
- No transportation
- Fees/vouchers

**Family Engagement**

**Early Education**
- "Comprehensive Services"
- 2 generational
- Family work hours

**School Design**

**Early Education**
- Everything small-child sized
- Health & safety standards licensed
- Significant Facility challenges

- Built for older children (esp. playgrounds, cafeterias)
- Meals in large cafeterias
- Lack of bathrooms/running water

Add to the mix: public education is complex and underfunded, teachers unions contracts dictate school and intense political will not to resolve many of these issues...
THREE PART DISCUSSION: IDEAS AND PROCESS

- Boston Data on K1 (preschool) and K2
  - Context of Department of Early Childhood in a P-12 System
  - Evaluation story
  - Making the case that Kindergarten is a missed opportunity

- Example of good integrated academic experience
  - What academic rigour should look like

- Some National Strategies: PreK to Third and how it might get us there
  - Montgomery County
  - Our Process
  - Next Steps
THE INVESTMENT: K1 EXPANSION

Number of BPS K1 Students, 2005 - 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>K1 Students</th>
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<tbody>
<tr>
<td>2005</td>
<td>750</td>
</tr>
<tr>
<td>2006</td>
<td>1,206</td>
</tr>
<tr>
<td>2007</td>
<td>1,467</td>
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<tr>
<td>2008</td>
<td>1,900</td>
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<tr>
<td>2009</td>
<td>2,050</td>
</tr>
<tr>
<td>2010</td>
<td>2,100</td>
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</table>

Number of K1 Classrooms

<table>
<thead>
<tr>
<th>Year</th>
<th>Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>38</td>
</tr>
<tr>
<td>2006</td>
<td>60</td>
</tr>
<tr>
<td>2007</td>
<td>78</td>
</tr>
<tr>
<td>2008</td>
<td>101</td>
</tr>
<tr>
<td>2009</td>
<td>108</td>
</tr>
<tr>
<td>2010</td>
<td>110</td>
</tr>
</tbody>
</table>
MEASURES

- DOE Cost and Quality Study “measure quality first”
- 2006: ECERS, CLASS, SELA
  - Boston Globe
- 2008: ECERS, CLASS, ELLCO & PPVT
- 2010 ECERS, CLASS, ELLCO, PPVT
- 2010 Fidelity study and RDD: Math, Executive Functioning, Self Regulation, etc.
- District Measures: LAP-D, PALS, EVT, DIBELS, TRC, MCAS
- 2011 looking at the relationship between all of these measures
2006 RESULTS

- 30% of our programs are at the level of quality they need to be to close the achievement gap
- We are doing well in tone and interactions
- We need to improve in conceptual development, coverage, safety and sanitary practices
- Families want out of school time options (not discussing today but is BIG problem)
- Kindergarten lower quality

- The findings and recommendations of the study guide all of our work of the new department
1. Curriculum

Study Findings

- 70% of the classrooms do not meet the good benchmark but this is do in part to the amount of time children are spending on task and not necessarily the absence of materials.
- No difference between K1 and K2 classrooms and no difference between EEC and ELC and Neighborhood classrooms
- Classes with presence and use of paraprofessional were more likely to meet the good benchmark of quality

Story Behind the Findings

- Do not have a strong uniform curriculum for K1 and K2
- Bilingual and Unified have not done a lot of curriculum work in early education
- Teachers are not trained in current early childhood practice
- Coaching support is minimal
- Principals do not know how to monitor quality
- Resources not evenly distributed between K1 and K2, and elementary

<table>
<thead>
<tr>
<th>Curricula used</th>
<th>K1</th>
<th>K2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harcourt Trophies</td>
<td>20%</td>
<td>27%</td>
</tr>
<tr>
<td>OWL</td>
<td>60%</td>
<td>4%</td>
</tr>
<tr>
<td>Readers and Writers</td>
<td>8%</td>
<td>83%</td>
</tr>
<tr>
<td>Building Blocks</td>
<td>40%</td>
<td>2%</td>
</tr>
<tr>
<td>TERC</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>Self Developed</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>13%</td>
</tr>
</tbody>
</table>
# 1. Curriculum

**Short Term Solutions**
- Support the mandate of K1 curriculum (OWL) and/or accreditation
- Identify and create K2 curriculum
- Create PD at all levels
  - Paraprofessionals
  - Teachers
  - Principals
- Bring in outside resources

**Long Term Solutions**
- K0-3rd grade curriculum alignment

**Decisions/Help Needed**
- Can I create a K2 curriculum?
- How do we best implement a policy handbook - the “essentials”?
- Need help with Reading First Grant
- How do I get to principals to show them data and offer them PD?
Mandated a PreK curriculum (could not do the same for Kindergarten—connected to K-5)
Choose quality enhancements through coaching, PD (teachers and principals), and NAEYC Accreditation
Worked to change structural issues in district (e.g. paraprofessionals, screening, policies, facilities etc.)
Evaluate quality/2008+ outcomes
Tracked outcomes beyond Kindergarten
2008 Findings

- Quality measures
- Comparison of NAEYC versus no NAEYC
- PPVT measures
- Gains Associated with Quality
- Mixed Income Settings

- K1s quality making gains
- K2 quality still lag behind
2006 TO 2008 PERCENTAGE OF K1 PROGRAMS THAT MEET THE “GOOD’ BENCHMARK:

Class Instruction
Class Emotional
Interaction
Program Structure
Language & Reasoning
Space & Furnishing

K1 2006
K1 2008
2006 TO 2008 PERCENTAGE OF K2 PROGRAMS THAT MEET THE “GOOD’ BENCHMARK:
IMPORTANCE OF PARAPROFESSIONALS

Closes the Achievement Gap

Paraprofessional Present: 64% (7%) + 56% (38%)
Paraprofessional Not Present: 6% (0%) + 38% (28%)

Confidential Do Not Cite or Distribute
Controlling for Fall PPVT scores, the difference in Spring PPVT scores associated with a 1-point increase in an ECERS subscale (N=570)

**ECERS subscale**

- Program structure: 0.72
- Language and reasoning: 0.88
- Interaction: 1.02
- Space and furnishings: 1.18

Please note that ECERS subscale(s) really should not be analyzed this way, so take for discussion purposes only.
THE INVESTMENT: NAEYC ACCREDITATION & QUALITY

Please Note that the ECERS subscales are not meant to be analyzed this way.
NAEYC ACCREDITATION IN K2 CLASSROOMS (N=80)

ECERS Score

<table>
<thead>
<tr>
<th>Category</th>
<th>Accreditation</th>
<th>non-Accreditation</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>3.83</td>
<td>3.40</td>
</tr>
<tr>
<td>Space and Furnishings</td>
<td>0.64***</td>
<td>0.81***</td>
</tr>
<tr>
<td>Personal Care Routine</td>
<td>0.03</td>
<td>0.03</td>
</tr>
<tr>
<td>Language and Reasoning</td>
<td>1.13***</td>
<td>4.55</td>
</tr>
<tr>
<td>Activities</td>
<td>1.01***</td>
<td>2.75</td>
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<tr>
<td>Interaction</td>
<td>-0.10</td>
<td>5.37</td>
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<tr>
<td>Program Structure</td>
<td>0.75***</td>
<td>3.58</td>
</tr>
<tr>
<td>Parents and Staff</td>
<td>0.56***</td>
<td>4.88</td>
</tr>
</tbody>
</table>

Accreditation
non-Accreditation
Fitted relationship between % free/reduced lunch and Spring PPVT-III scores (controlling for fall PPVT scores and special needs status)

Percentage free/reduced lunch in a grade/school

Spring PPVT-III score (standardized)
Fitted relationship between accreditation status and spring PPVT scores (controlling for child demographics, and fall PPVT scores and adjusting for clustering in schools/classrooms).

Proportion in a particular grade/school that receive free/reduced lunch

Spring PPVT scores (standardized)

Accreditation
Non-Accreditation
COMPARING BPS K1 RAW SCORES TO NATIONAL SCORES

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPS Avg raw score, Black children</td>
<td>47.52</td>
<td>61.89</td>
</tr>
<tr>
<td>National sample raw score, Black children</td>
<td>48</td>
<td>57</td>
</tr>
<tr>
<td>BPS Avg raw score, White children</td>
<td>63.03</td>
<td>75.57</td>
</tr>
<tr>
<td>National sample raw score, White children</td>
<td>64</td>
<td>70</td>
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</table>

PPVT-III raw scores
Fall  Spring
COMPARING BPS K2 RAW SCORES TO NATIONAL SCORES

<table>
<thead>
<tr>
<th>PPVT-III raw scores</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPS Avg raw score, Black children</td>
<td>62.42</td>
<td>77.43</td>
</tr>
<tr>
<td>National sample raw score, Black children</td>
<td>63</td>
<td>78</td>
</tr>
<tr>
<td>BPS Avg raw score, White children</td>
<td>80.88</td>
<td>92.57</td>
</tr>
<tr>
<td>National sample raw score, White children</td>
<td>85</td>
<td>93</td>
</tr>
</tbody>
</table>
DIBELS data demonstrate large and significant differences between K1 and K2 students.

DIBELS data maintain into second grade (at risk group differences larger) some “diminishing”

Large scale study of over 2,000 students who either went to K1 or K2 directly demonstrates significant and substantial differences on literacy, math, executive functioning, and self regulation.
In the elementary grades, where the proficiency rates have generally stagnated at roughly 30%, the performance of grade 3 students who attended the K1 program in 2006-07 is markedly better than for students who did not attend. Results are better for all students, regardless of race or F/R price lunch status.
The K1 program is also effective in closing the proficiency gap between African American and White students in grade 3. However, White students of the same socio-economic background continue to outperform their Black peers on the 3rd grade test.
Data are critical for understanding and changing quality

Strategic, intentional planning helps to make improvements

K1 data indicate strong early childhood programming will get you results 5 years later

Improvements center on PD, coaching, NAEYC accreditation, and structural aspects of the district

K2 quality and outcomes not as strong as K1
You might want to have
PROCESS:

- Introduced study findings
- Started with strengths
- Opportunities for growth
- Then asked them why they thought their scores were lower
GENERAL CLASSROOM ENVIRONMENT: STRENGTHS

- **Classroom management strategies**
  - Children understand rules/routines
  - Clear expectations of children’s behavior

- **Classroom climate**
  - Tone is positive & respectful
  - Teachers listen & display fairness

- **Emotional & social support**
  - Demonstrate positive communication & relationships
  - Teachers are aware & responsive to children’s needs
Opportunities for child choice & initiative

- Provide flexible schedule allowing time for self-directed activity & independent exploration
- Provide appropriate materials & resources for children to elicit activity

Need for more gross motor play,
- music, and science
INSTRUCTIONAL PRACTICE: CHALLENGES

- Concept development
  - Analysis & reasoning
  - Connections to the real world
- Quality of feedback
  - Scaffolding
  - Prompting thought through process
- Language modeling
  - Open-ended questions
  - Repetition & extension
Teachers in Highest Rated BPS Classrooms:

- Consistently and effectively use multiple methods, materials and modalities to promote children’s learning.
- Focus children’s attention on the process of learning rather than emphasizing getting the right answer.
- Focus on concept development.
- Use strategies to encourage analysis, reasoning, sequencing and problem solving.
- Consistently connect concepts to the real world and classroom activities.
- Promote children’s prediction, experimentation and brainstorming.
Discussion Questions

- What part of these findings are you most intrigued by?
- What are the implications of these findings for your practice?
- What are we doing now in our classrooms that address these findings?
- How can we improve our current efforts to support concept development and our program structure to increase student choice?
WHAT TEACHERS TOLD US

- Too Much Curriculum (not a good one at that)—not enough time to build sustained activities
- They know good practice but principal does not
- Time constraints of school day make it hard to get enough done via pacing guides
- Day divided up in a non-integrated fashion
- Too much assessment means not enough time for instruction
WHAT WE HOPE YOU CAN DO:

- Consider the child’s context, where she comes from, what she is thinking about (home visit or conferences)
- Support and strengthen student’s thinking
- Add more choice time that is flexible to the child’s needs—(connect it with themes)
- More gross motor, music and science
- Safety and health practices (hand washing)

- LESS is MORE (move a way from superficial, out of context, skills)

- Go Through NAEYC Accreditation
EXAMPLE OF ACADEMIC DOCUMENTATION

- http://www.youtube.com/watch?v=G3OV40Efqhl

- Again, we asked teachers what they thought of it...What did you????? Would you consider this rigorous? Why or Why not?

- MLV and focusing on Reggio-like documentations to get teachers to reflect and make visible students learning
MALINDI’S JOURNEY
SUMMARY OF ACADEMIC RIGOUR

- Defined what good teachers do
- Asked teachers why they can not do it
  - Curriculum and structural
- Demonstrated what an integrated curriculum might look like—Started MLV with teachers
ACT THREE: HOW DO WE ALTER THE EARLY EDUCATIONAL EXPERIENCE?

- Bridges between K1 work K-12
- NAEYC
- Principal fellowship
- Common Core/MLV/Instruction practices
- Structural Changes

- But this is not sufficient...We started with an in-depth presentation of Montgomery County Public Schools and other PreK to Third efforts to see how their work could inform BPS schools
Our Achievement gap still remains and is persistent

Gains in large PreK investment need to be sustained in later grades

Developmental research strongly supports a PreK to Third model

We have started many of the initiatives in MCPS but they need greater buy in from all levels of BPS community

Departments, schools, & teachers are not aligned under a common vision and clear road map

People want to do the right thing but improved coordination between and across departments is a must to maximize our limited resources
Grade 3 Reading Gap Shrinks by 29 Percentage Points

- African American Students
- Asian American Students
- White Students
- Hispanic Students

Percent Proficient or Higher
## MCPS Step 1: Establish a Clear and Compelling Goal

<table>
<thead>
<tr>
<th>CLEAR</th>
<th>COMPELLING</th>
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</thead>
<tbody>
<tr>
<td><strong>No Child Left Behind</strong></td>
<td><strong>80% College Ready</strong></td>
</tr>
<tr>
<td>+ –</td>
<td>+ +</td>
</tr>
<tr>
<td><strong>Pre-No Child Left Behind</strong></td>
<td><strong>Typical Mission and Vision Statements</strong></td>
</tr>
<tr>
<td>– –</td>
<td>– +</td>
</tr>
</tbody>
</table>
STEP 2: BACKWARD MAP GOAL TO KEY OUTCOMES
PREK-12

SEVEN KEYS TO COLLEGE READINESS

1. Advanced reading in Grades K–2
2. Advanced reading MSA in Grades 3–8
3. Advanced math in Grade 5
4. Algebra 1 by Grade 8, “C” or higher
5. Algebra 2 by Grade 11, “C” or higher
6. 3 on AP exam, 4 on IB exam
7. 1650 SAT, 24 ACT
STEP 3: DEVELOP EARLY-LEARNING STRATEGY TO MEET GOAL AND OBJECTIVES

Early Success Performance Plan

- Standards Based Curriculum
- Professional Development
- Diagnostic Assessments
- Extended Learning Opportunities
- Instructional Management System
- Smaller Class Sizes
- Full-Day Kindergarten
- Parent Involvement

Success for Every Student
### Step 4: Early Success Performance Plan MCPS

**Pre-K**
- **Diagnostic Assessment**

**Kindergarten**
- **Diagnostic Assessment**

**Grade 1**
- **Diagnostic Assessment**

**Grade 2**
- **Diagnostic Assessment**

**Grade 3**
- **Assessment**

- **ELO** Extended Learning Opportunity
- **ASP** Afterschool Programs

- **Pre-Kindergarten Programs**
  Aligned reading, writing and mathematics curriculum.

- **Summer**

**In school aligned reading, writing, mathematics curriculum with ongoing assessment & language development.**

- **ASP** Congruent and Focused instruction in reading, writing, mathematics and language.
Teacher Professional Growth System (TPGS) Incorporating a Peer-Assistance-and-Review Component
**MCPS**

1. MCPC has the “Seven Keys” benchmarks that links College to Early Childhood
2. MCPS has Red and Green Zones
3. Aligned Curriculum efforts with Seven Keys
4. MCPS has after-school and summer time extended learning opportunities from K2-2nd grade
5. MCPS has group size of 15 students K-2nd grade
6. Created an integrated diagnostic assessment for all students
7. “Just in time” professional development tied to assessment and outcomes. New Teacher require “Research for Better Teaching” or 100 hours of PD.
8. Set up accountability system for teacher support while ensuring effectiveness and consistent implementation
9. Multi-lingual and multi channels of communication between CPC, school, & parent regarding development and progress of curriculum. Used home visiting and community outreach as an enrollment tool
10. Accountability system with structured processes to obtain outcomes and buy-in with proper internal and external parties with “common expectations” and measures.
11. Vertical team meetings (e.g., cross functional teams, K teachers meet with 2 and 3rd grade teachers)

**VS.**

1. BPS has “Accelerated Agenda”
2. BPS efforts are universal but has Circle of Promise and Turnaround
3. BPS is currently working on Common Core
4. BPS does not have targeted K-2nd grade effort. (Some elements but not systemic).
5. BPS is 2:22 save for early childhood special education classes
6. BPS is in process of developing integrated data system but needs more effort in this area, e.g. screening, PD on how to use data,
7. Tenured teachers require 36 hours of school based PD. No real accountability system and informal...different departments compete for PD and unclear as to who takes what PD
8. BPS is currently negotiating with BTU...but currently does not have a Peer Review System in place
9. BPS has Office of Student and Family Engagement that creates “family guides” and offer “Parent University”. However, parents not involved in curriculum/ goal development etc. Special Education facilities a “Special Needs Council”. Schools have “School Based Council”
10. To be determined as BPS is creating a “new student information system” and may be linked to “Common Core” standards. Office of Accountability does have data dashboards.
11. ILT teams but could be improved and strengthen. Currently school by school.
Each effort has short & long-term strategies

(1) Improve teaching & learning in school
- Continue to develop & Support: Common Core (instructional practices)
- Support MLV
- Support PD initiatives: Real Time, New teacher (e.g. RBT), Principal
- Improve use of vertical and horizontal teams
- Strengthen PLCs and Common Planning Time

(2) Support whole-school learning environments
- Strengthen After School and Expand Summer School
- Reduce student mobility across by improving SPED and ELL offerings
- Expand and Strengthen K1 programs in Circle
- 100% NAEYC accreditation for all schools by 2020

(3) Support Family and Student Engagement
- Continue & strengthen: Parent guides, Parent University
- Develop incentives to promote parent accountability
- Develop protocol for home visiting/messaging on college bound students
- Continue efforts with Thrive in Five

(4) Build BPS Organizational Capacity
- Continue district initiatives: Redesign and Reinvest, C-FRST
- Improve district wide decision making: “process is important”
- Improve district messaging to get all of us walking in the same line, e.g. Accelerated Agenda
- Improve operational efficiencies by consolidating offices

(5) Program Evaluation & Data Use
- Integrate data systems, clearly define benchmarks in all subject areas, K-12
- Train staff to use data to strengthen accountability measures and supporting PD
- Continue evaluation of classroom quality (e.g. ELLCO & CLASS) at higher grades
- Create peer review and support system with Union
Components:

- **Curriculum**
  - Alignment of content and pedagogy
  - Match between age group and developmentally appropriate practice

- **Data Driven Instruction**
  - Strong data collection systems that enable staff to track student growth in key academic areas throughout the preK to 3rd grade.
  - Cross-grade data teams.
  - Rich assessments for staff to use at several points during the year.

- **Socio-Emotional**
  - Whole school training on constructive approaches for working with children with challenging behaviors as well as on fostering social and emotional development
  - Focus on positive school climate and community building in classrooms with developmentally appropriate activities

- **Afterschool & Summer School**
  - Create Summer Programs
  - Align practices across the regular school day and after school.

- **Family Engagement**
  - Home Visiting
  - Reading contracts for parents to read to their children for 20-30 minutes a day four times a week.
  - Training and support for teachers in conducting home visits 2x per year.
  - Support for literacy and numeracy events crafted to assist parents in building storytelling, math, and rich conversations into routines
To be grounded in how young students learn (skills without context are ineffective)
Should be data driven
Should be grounded in discussion with teachers
Should change the structures in your PreK to 12 system

MCAS and DIBLES data show us that students are not to be thought of as “flat” but they co-construct their learning so we better get it right early
WHEN I GROW UP:

When I grow up, I want to be a police officer.

Miracle
firefighter.

Andy

When I grow up, I want to be... a chef.

Augie
When I grow up, I want to be a secret agent.
When I grow up, I want to be... a tooth fairy.

Mia
WHEN I GROW UP...

When I grow up, I want to be a teenager.
Building Up Metalinguistic Awareness and Knowledge: Key Elements of Academic Language

- **Specialized Vocabulary**
  - Every student has a repertoire of complex words used to convey academic concepts
  - These words are beyond those used in daily conversation

- **Word Learning Strategies**
  - Each reader has strategies for when an unknown word is encountered
  - Strategies focus on deciphering a word’s meaning

- **Language Structures**
  - Every student demonstrates understanding of the way words are combined to form sentences and paragraphs
  - Supports students to produce extended oral and written responses

- **Content Knowledge**
  - Students have well-developed knowledge to support reading, writing, and speaking
  - The foundation for language and reading development is the exploration of big ideas and rich topics

- **Purpose and Intention**
  - Every student questions and is aware of the purpose and intention of any message
  - Applies to every author, reader, and speaker

**Supporting Skills and Critical Analysis**
ACCOMPLISHING THE COMMON CORE LANGUAGE, LISTENING, AND SPEAKING STANDARDS: KEY CLASSROOM PRACTICE

1. Explicit Connections to Community and Content
2. Close, Interactive Reading
3. Collaborative Discussion and Debate
4. Multifaceted, Intensive Vocabulary Instruction
5. Role Playing and Rehearsed Oral Performance
6. Language Frames for Speaking and Listening
7. Open-Ended Questions and Strategic Responses
8. Jointly Constructed, Academic Writing
## Supporting Language through Key Practices: Examples along a Developmental Continuum

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Middle Childhood</th>
<th>Early Adolescence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Close, Interactive Read Aloud</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify a text’s main ideas</td>
<td>Present an opinion of the quality of the text and provide supporting evidence</td>
<td>Analyze the perspectives presented in different texts on the same topic</td>
</tr>
<tr>
<td><strong>Collaborative Discussion and Debate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate turn-taking and the ability to stay on topic</td>
<td>Elaborate on a peer’s response by agreeing or disagreeing</td>
<td>Respond to peers’ points by acknowledging their data and providing counter evidence</td>
</tr>
<tr>
<td><strong>Multifaceted, Intensive Vocabulary Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use new, more exciting words to describe a situation or emotions (e.g., “I am flabbergasted”)</td>
<td>Students use vocabulary under study in their writing projects</td>
<td>Discuss linguistic roots of morphemes (e.g., Latin) as they apply to scientific vocabulary in texts</td>
</tr>
<tr>
<td><strong>Role Playing and Rehearsed Oral Performance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Become a scientist at center designed to elicit observations of butterflies</td>
<td>Prepare a performance based on a specific piece of informational text</td>
<td>Write, rehearse, then present persuasive speeches on a chosen topic related to a theme under study</td>
</tr>
</tbody>
</table>
# Supporting Language through Key Practices: Examples along a Developmental Continuum

## Language Frames for Speaking and Listening

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## Open-Ended Questions and Strategic Responses

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<tr>
<th>Early Childhood</th>
<th>Middle Childhood</th>
<th>Early Adolescence</th>
</tr>
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<td>Wondering out loud together about a interesting phenomenon under study (e.g., rate of human versus plant growth)</td>
<td>Students work together to solve a classroom problem using a peer-mediated discussion process</td>
<td>Student-facilitated discussion with prompts for the discussion leader to help guide peers in responding to each other’s points</td>
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## Jointly Constructed, Academic Writing

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<td>Students craft a blog over the course of several weeks that publishes the findings from an oral history project</td>
<td>Students work together over a period of several weeks to create a formal proposal and budget for a new program to be presented to the school board</td>
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## Explicit Connections to Community and Content

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<td>Students complete interactive homework around family’s migration pattern that is shared and mapped at school</td>
<td>Develop, administer, and present the results of a community-based survey</td>
<td>Students present multi-media proposals for solutions to community problems to representatives of community agencies and elicit feedback</td>
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**Supporting Language through Key Practices:**

- **Examples along a Developmental Continuum**

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**Early Childhood**

- Use teacher-prompted conversation starters to facilitate peer-to-peer interaction
- Wondering out loud together about a interesting phenomenon under study (e.g., rate of human versus plant growth)
- Students and teacher interactively write a letter to a character in a story
- Students complete interactive homework around family’s migration pattern that is shared and mapped at school

**Middle Childhood**

- Students present the same argument using informal English and academic English
- Students work together to solve a classroom problem using a peer-mediated discussion process
- Students craft a blog over the course of several weeks that publishes the findings from an oral history project
- Develop, administer, and present the results of a community-based survey

**Early Adolescence**

- Employ posted sentence stems that provide language for challenging an author’s perspective
- Student-facilitated discussion with prompts for the discussion leader to help guide peers in responding to each other’s points
- Students work together over a period of several weeks to create a formal proposal and budget for a new program to be presented to the school board
- Students present multi-media proposals for solutions to community problems to representatives of community agencies and elicit feedback
Comprehension Supports

Word-Learning Strategies
Specialized Vocabulary
Sentence Structure
Knowledge of language functions and types
Figurative Language
Interest
Organizational structure
Discipline-Specific Writing Style
Understanding of (Author’s) Purpose & Intention
Motivation
Content-Specific Knowledge
Phonological Awareness
Letter Names & Letter Sounds
Word Reading
Accuracy  Efficiency
Common Core Reading Instruction

**Shifting from Reading Skills**
- Reading instruction relegated to a block/class/age
- Meeting standards: each is “covered” in turn, and then move on to the next
- Vocabulary work is incidental and/or in isolation
- Strategy-based comprehension instruction
- Sitting and listening; turn and talk; independent seat-work

**...To Content Learning**
- Reading instruction happens throughout the school day and across the school years
- Meeting standards: comprehensive, inquiry-based instruction is continually built on prior learning
- Language learning is purposeful and is anchored in big ideas & corresponding texts
- Concept-driven comprehension instruction
- Debate & dialogue are central to content-learning
Example: Promoting Language, Listening, Speaking through a Content-Rich Unit of Study

What makes a community? (Big Idea or Question)

- Close, Interactive Reading (narrative & expository)
- Novel Study and/or Early Readers
- Extended Writing
- Study of Words that Represent Abstract Concepts
- Collaborative Research Project
- Debate in Teams
Motivation & Purpose for Learning Beyond the Classroom

- Presenting to and sharing knowledge with people outside of school
- Building skills for participation in the global society
- Opportunities to practice and use classroom vocabulary and content in everyday life
- Proficiency with today's communication tools and information transfer across contexts
- Engaging student and family expertise by connecting to units of study

EXPLICIT CONNECTIONS TO COMMUNITY AND CONTENT
CLOSE, INTERACTIVE READING

During Close, Interactive Reading, I Support Student Learning by…

- Choosing a variety of texts that connect to the content we are studying
- Orienting them to the text
- Emphasizing text analysis for knowledge-building
- Providing opportunities to discuss, write about, or read more about the topic
- Thinking aloud as I interpret the text’s language (e.g., complex vocabulary) and content
- Posing questions without easy answers
Start with questions that invite careful thought, close analysis, and disagreement.

Encourage responses in a variety of formats:
Oral, written, and as part of structured group discussion.

Direct students to respond to others’ ideas and thoughts, empowering students as discussion facilitators.

Challenge students to provide evidence and reasoning, and to acknowledge others’ perspectives.
ROLE PLAY AND REHEARSED ORAL PERFORMANCE

• Students take on new identities and roles in order to explore an idea, theme, or discipline

Overarching Project

• Clear guidelines on content, language, and format
• Feedback on initial attempts, rehearsals, and/or drafts

Practice and Revision Over Time

• Student finalizes product and presents to audience
• Student receives feedback and reflects upon process and product

Performance or Presentation
Multifaceted, Intensive Vocabulary Instruction

- Direct instruction & word-learning strategies
- Anchored in content-rich text
- High-utility academic words
- Targeting depth of word knowledge
- Multiple, planned active encounters
Language Frames for Speaking and Listening

"As a result,"
"Due to the..."
"Therefore, I am arguing that..."
"However, I found that..."
"I take this stance because..."

- Make reasoning visible and explicit
- Contain Specialized Academic Vocabulary
- Structure response format
- Support Formal Academic English
- Encourage Use of Academic Sentence Structures
- Helpful to gain the listener’s attention
- Helpful for clarifying and responding to others’ points

―As a result,‖
―Due to the...‖
―Therefore, I am arguing that...‖
―However, I found that...‖
―I take this stance because...‖
JOINTLY CONSTRUCTED, ACADEMIC WRITING

Lesson’s Content or Unit of Study Theme

- Discussion and reflection on the purposes of the written product
- Anchored/Guided by a prompt
  - open-ended question or complex problem for response
- Explicit planning stage
  - e.g., joint conversation, graphic organizers, etc.
- Feedback on draft(s) & student checklist for revision
  - e.g., Have I used academic language? Do I cite evidence for my position?
- Second submission, oral presentation, etc. to gain feedback from teachers and peers
- Evaluation constructed between teacher and student