



ESTADO LIBRE ASOCIADO DE  
PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN

# English Program Revised Curriculum Framework

In route to the construction of a new educational paradigm  
Forming citizens who know, who know how to do, who know how to be, and who know how to live



Prek-16

2016





ESTADO LIBRE ASOCIADO DE  
**PUERTO RICO**  
DEPARTAMENTO DE EDUCACIÓN

# **REVIEW**

# **CURRICULUM FRAMEWORK**

# **ENGLISH PROGRAM**

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# DEPARTMENT OF EDUCATION OF PUERTO RICO

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## **EDITORS**

**Prof. Rafael Román Meléndez  
Secretary of Education**

**Prof. Harry Valentín González  
Undersecretary for Academic Affairs**

**Prof.<sup>a</sup> Madeline Vargas Landró  
Interim Executive Director of Teaching  
Curriculum and Pedagogical Innovation**

**Prof.<sup>a</sup> Beatriz Philpott Perez  
Interim Operations Manager  
English Program**



## ACKNOWLEDGEMENTS

Grateful acknowledgement is made to the teachers and personnel so committed to the English Program. Not only did they willingly contribute to the program but also ensured that students and educators were first as a priority as the Curriculum Framework was revised.

Not all the inquiries and concerns raised in our dialogues and throughout the process of updating and revision were answered. We do live in a diverse world, after all. However, we feel content discovering a purpose, and a balance, in life expectations.

We concentrated on education, educators and students, thus reached the decisions that best responded to the current requirements of the Department of Education of Puerto Rico. Portrayed in the document are the duties and responsibilities of our utmost sense of commitment towards our country.

As a “framework” the document sets the scenario to explore all imaginable possibilities in teaching.

## REVISION AND EDITING COMMITTEE

**Marta J. Dávila Pérez, Ed. D**  
English Facilitator  
Gurabo School District

**Daisy Hernández González, M.A.**  
English Facilitator,  
Manatí School District

**Eneida Rivera Colón, Ed. D**  
English Facilitator  
Barranquitas School District

**Tanya Ayala Rivera, M.A.**  
English Facilitator  
San Juan II School District

**Jovita Flores Palos, M.A.**  
English Facilitator  
Vega Alta School District

**Flor D. Pérez Santiago, M.A.**  
English Facilitator  
San Sebastián School District

**Elizabeth López Ruiz, M.A.**  
English Facilitator  
Vega Alta School District

**Elizabeth Jiménez Rodríguez, M.A.,**  
English Facilitator  
Aguadilla School District

**Reynaldo Cruz Núñez, M.A.**  
English Facilitator  
Manatí School District

**Luz E. Feliciano Avilés, M.A.**  
English Teacher  
English Program

**Edna Berríos Vázquez, Ed. D**  
Auxiliary Secretary Academic Services

## **EDITING AND VALIDATION**

**Evelyn León Vélez, M.A.**  
English Facilitator  
Arecibo School District

**Marta J. Dávila Pérez, Ed.D**  
Universidad del Turabo

**Miguel Camacho González, M.A.**  
Ponce Instructor  
Universidad de Puerto Rico





## SECRETARY MESSAGE



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### MARCOS CURRICULARES PARA APOYAR LA ENSEÑANZA DE LOS ESTÁNDARES DE CONTENIDO Y EXPECTATIVAS DE GRADO 2014

El Departamento de Educación se enorgullece en presentar los marcos curriculares dirigidos a fortalecer el proceso de enseñanza y aprendizaje en cada una de las materias. Estos documentos, los cuales no habían sido revisados desde el año 2003, presentan los parámetros y guías que establecen la ruta hacia una nueva educación en Puerto Rico.

Este valioso documento curricular sirve de referencia a nuestros docentes para guiar sus prácticas educativas en el ambiente escolar. Las necesidades educativas del siglo XXI requieren de maestros altamente efectivos que reflejen el canon establecido por los Estándares Profesionales del Maestro. Nuestros docentes deben desarrollar su práctica didáctica a través de un currículo innovador e integrador que permita desarrollar a sus estudiantes las competencias esenciales para atender las necesidades emergentes tanto de nuestro País como del mundo actual. Estas competencias enmarcadas en una visión longitudinal están contenidas en el Perfil del Estudiante Graduado de Escuela Superior. Concebimos a nuestros estudiantes como aprendices de por vida, líderes de diferentes comunidades, seres éticos, comunicadores efectivos y emprendedores.

El Marco Curricular permite al docente comprender desde una perspectiva dialéctica el currículo, las estrategias con base científica que apoyan la instrucción y los diferentes *assessments*, entre otros aspectos fundamentales en el proceso de enseñanza y aprendizaje. También fortalece su nivel de abstracción en el cumplimiento de sus propios estándares nacionales: conocimiento de la asignatura, conocimiento pedagógico, estrategias de instrucción, ambiente de aprendizaje, diversidad y necesidades especiales, evaluación y *assessment*, integración de la tecnología, comunicación y lenguaje, familia y comunidad, gestión de información y desarrollo profesional.

El Plan de Transformación Educativa con Visión Longitudinal será el motor para reenergizar nuestra economía y promover una mejor sociedad. Queda en nuestras manos la responsabilidad de la transformación de nuestro Puerto Rico.

PROF. RAFAEL ROMÁN MELÉNDEZ  
SECRETARIO

P.O. Box 190759  
San Juan, Puerto Rico 00919-0759  
Tel. 787 759 2000  
[www.de.gobierno.pr](http://www.de.gobierno.pr)



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## SUBSECRETARY MESSAGE



### MARCOS CURRICULARES PARA APOYAR LA ENSEÑANZA DE LOS ESTÁNDARES DE CONTENIDO Y EXPECTATIVAS DE GRADO 2014

Los marcos curriculares son pieza fundamental en la implementación de los estándares nacionales y el desarrollo de las mejores prácticas para lograr la efectividad en el aprendizaje de nuestros estudiantes. Puerto Rico ha dado pasos de avanzada en el desarrollo de estándares nacionales alineados a las demandas de la industria y las competencias esenciales que requiere el Perfil del Estudiante Graduado de Escuela Superior.

Nuestros marcos curriculares apoyan el proceso de enseñanza y aprendizaje al ofrecer al docente una visión comprensiva del currículo y el desarrollo integral de sus estudiantes. Estos contienen los postulados filosóficos, teóricos y pedagógicos alineados a la visión y misión de nuestro Departamento de Educación. También apoyan al maestro en el desarrollo de estrategias académicas y técnicas de evaluación que le sirven para diferenciar la instrucción que ofrece a sus estudiantes.

Para lograr el Perfil del Estudiante Graduado de Escuela Superior, necesitamos docentes apoderados de cada uno de nuestros documentos curriculares: herramientas de alineación curricular, documentos de alcance y secuencia, calendarios de secuencia, mapas curriculares, políticas públicas para la planificación y la evaluación, y mapas curriculares, entre otros. En la medida que logramos desarrollar en los estudiantes las metas de adquisición y transferencia estaremos promoviendo un aprendizaje auténtico que acompañará por siempre a nuestros estudiantes y les servirá para enfrentar con éxito los retos del mundo actual.

Exhortamos a nuestros docentes a promover el ser y el saber hacer en nuestros estudiantes, los cuales están contenidos en los saberes esenciales del siglo XXI: saber, saber hacer, saber ser y saber convivir.

La transformación de nuestro País está en las manos de nuestras escuelas y docencia. Les exhortamos a construir desde lo positivo, a enfocarse en las fortalezas del estudiante y a trabajar en sus áreas de oportunidad: llevarlos a reflexionar desde una cosmovisión que les permita pensar en grande en su futuro y el de su País. Ahí radica la finalidad de la educación.

PROF. HARRY VALENTÍN GONZÁLEZ  
SUBSECRETARIO

P.O. Box 190759  
San Juan, Puerto Rico 00919-0759  
Tel. 787 759 2000  
[www.de.gobierno.pr](http://www.de.gobierno.pr)



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## INTRODUCTION

### **Guiding Principles of the Longitudinal Strategic Plan of the Department of Education of Puerto Rico**

The guiding principles of the Longitudinal Strategic Plan of the Department of Education of Puerto Rico are founded on its students as the main reason for the educational system. The Longitudinal Strategic Plan recognizes and reaffirms guiding principles to continuously monitor public policy development and review, to guide all members of the community public school system in applying those provisions within the agency and how they interact with the rest of society and government.

Longitudinal guiding principles of the Strategic Plan

#### **Vision**

As a community of a public school system, the Department of Education of Puerto Rico (DEPR) recognizes the importance of the development of knowledge and academic skills, in harmony with emotional and social development of the student. This is done in order to prepare students to be sensitive, competent, creative, self-managed and entrepreneur, and that performs successfully in society, in the context of a globalized economy, so that they can meet the challenges as individuals and as a citizen of a collective world.

In accordance with the current circular letter, the DEPR defines its vision as follows: the graduate student and who knows, can do, and knows how to be live, systemic thinker, global citizen, lifelong learner, effective communicator, entrepreneur, ethical, active in several communities, and procurator of the good life.

The essential principles of management in the DEPR are based on three basic premises:

- A.** The student is the main reason of the educational system and the teacher is the main facilitator.
- B.** The interaction between students and teachers is the principal function of the school. Other school activities should be designed to facilitate teaching, improve and strengthen education management services to the community school.
- C.** Schools belong to the communities they serve and they must participate in the management of school's governance.



## Values, Aspirations and Beliefs

Considering the basic premises and a panoramic view of the transformations related to globalization, the informational society, and the systematic worldwide crisis, the DEPR defines its values, aspirations, and organizational and educational beliefs as follows:

### Values

- a. The DEPR values ethics, human rights, education, social welfare, quality of life, merit, commitment and equal opportunities.
- b. The DEPR values justice, solidarity, equity, fairness, goodness, legality, prudence, objectivity, truth, and freedom.
- c. The DEPR values teamwork, by hypothesis; the participatory decision-making, and as far as possible, democratic; respect for the creative work, the truthful and cordial dialogue; and the debate and confrontation of ideas, while professionalism, harmony, and respect for the divergence remains.
- d. The DEPR values human beings in terms of their educational and professional needs, and as individuals in the system.

A central argument is that if education is to succeed in its tasks, curriculum as its core should be restructured around the four pillars of learning: learning to know, learning to do, learning to live together, and learning to be.

### Aspirations

- a. The DEPR aspires to unite in common effort to the school system and society and citizenship, to transform education in Puerto Rico when viewing the graduate student as a transformer of society and our teachers as a facilitator of transformation.
- b. The DEPR aspires to anticipate the needs of our school communities and exceed their expectations by providing an infrastructure that allows them to perform successfully and through support services of the highest quality of teachers and administrators in the shortest time possible, giving particular attention to student and their different educational needs.
- c. The DEPR aspires to think systematically, in terms of connections, relationships and contexts, and function as an open system that tends to transform constantly in terms of method or form school communities that interacts with the elements of the system, with the aim of emergent

properties that seek to obtain results such as to meet organizational needs and society in general.

- d. The DEPR aspires to raise awareness of nature and the laws or principles leading this area, capture the harmony, develop attitudes about life, and the environment; also, pursue the good life, the well-being of individuals and society, humanize decision making, seek justice and compassion focused on restoration and prior transactions, prioritize lasting relationships.

### Creed

- a. The DEPR believes that our system is a living and complex entity consisting of a highly valued staff, creative and innovative, which is identified with the philosophy and organizational purposes: committed and supportive, highly qualified and efficient, responsible, honest and disciplined.
- b. The DEPR believes in continuous pursuit of academic excellence and permanence of ethical and moral values that should govern our conduct.
- c. The DEPR believes in the importance of system thinking and the applicability to daily work, the study and planning within a complex system of which we are part of; as well as the open organization, sustained learning, surrounded by change and transformation of pedagogical, curricular, administrative and educational policy dimensions.
- d. The DEPR believes :
  - i. In providing the student powerful tools for various social functions assumed by each human being, based on sustained learning within traditional and non-traditional ways of learning through a system of acquisition and transference of thought and through the development their life project, family, and country's plan.
  - ii. That the human being is a systemic entity.
  - iii. That the human being is unique and unrepeatable.
  - iv. The design of our school should be the one to develop learners, children and youth and adult participants.
  - v. It is essential or students to develop the skills and competencies that enable them to have a comprehensive view of events and the world around them, and where they may learn while they are producing and, in the process, learn from each other.
  - vi. That enables students to handle the complexity of today's organizations and hyper-accelerated changes they live with creativity and constant innovation.





- vii. That from their community, students must take responsibility to create and develop socio-economical, educational, cultural growth and other areas, in order to ensure the quality of life and the good life.
- viii. That systematic questioning, research and dissemination are essential to sustain the development of individuals, organizations, and society by producing new knowledge, new ways of thinking, and interacting.

## Mission

The *mission* of the Department of Education of Puerto Rico (DEPR) is oriented toward the holistic and comprehensive students' development. The primary responsibility of the DEPR is to help students learn, develop and ask questions, seek solutions, think critically, make correct decisions, communicate, understand, and interact with others with empathy and civic attitude.

- A. The Department of Education of Puerto Rico's mission is to form a person-student-citizen by developing competencies in terms of knowledge, skills, and values to a comprehensive socio-economic development; for a multicultural and diverse society with a high level of uncertainty and change; and for era of knowledge and its challenges, considering fundamentally the development of systemic and critical thinking, multilingualism, problem solving and conflict transformation, teamwork, collaborative skills, awareness around the ideal of a life good and a national, regional, and international perspective.
- B. The DEPR carries out its mission through visionary leaders, proven by experience and promising, selected by merit, committed to a deed of transformation and change, motivated, highly trained, efficient and effective, providing excellent services with a holistic-systemic and through social, environmental, and generationally responsible decision approach, and develop infrastructure to sustain an enduring human and social investment.
- C. The DEPR has the responsibility to develop standards, procedures, and ways to encourage their staff to offer their best efforts to build a learning organization, and contribute in a meaningful and sustained way to improve society as a larger system of which we are part. This requires the development and maintenance of a sense of school community throughout the system, integrated into the surrounding community that is also the affiliation of multiple areas of partnerships and alliances.

- D. The DEPR bases its actions on scientific principles, constructivists, ethical, and social humanities from a holistic-systemic vision of thinking and knowing. It generates, outlines, and proposes changes and transformations to achieve a dynamic and functional organizational structure, with systems and processes with active, efficient, and effective work aimed at a comprehensive and coherent development.

## Goals

The DEPR achieves its vision and exerts its mission through a body of existing and emerging targets that guide the conduct of all the members of the system that interact, to maintain a performance scale ranging from regulatory compliance to achieving strategies, producing successes at all levels and obtain results of extraordinary distinction.

### A. Leadership

Develop, maintain, and sustainably strengthen a high position in society as a leading social system that makes significant contributions in public and sectors, national, and international levels.

*Goal:* "Student and graduate student as a transformer, teacher as a facilitator of transformation, parents, caregivers, family, and community who are actively involved in education."

### B. Public image

Develop, maintain, and sustainably strengthen the image of professionalism, high quality, reliability, efficiency, and effectiveness.

*Goal:* "Culture of ethics, community, evaluation, and continuous assessment, accountability and transparency, social and generational responsibility and a holistic-systemic vanguard education policy."

### C. Management

Develop, maintain, and sustainably strengthen an efficient and effective managerial system regarding the administration of interactions and information flows, knowledge and high quality; that is dynamic and flexible; promoting self-management and participatory democracy in the organization; and a holistic-systemic vision.

*Goal:* "Open, inclusive and a participatory system."



#### **D. Information and Communication Technologies**

Develop, maintain and sustainably strengthen information systems and integrated communications, current and high performance, thereby offering appropriate solutions, cost effective and cost efficient for all levels of the system and the other members of society; and is primarily to serve the school communities.

*Goal:* "Technology, information, and communications (TIC), are by serving school communities."

#### **E. Infrastructure**

Develop, maintain, and strengthen steadily, preventively, deferred and reactive, infrastructure appropriate to the times for the development of operations of the organization.

*Goal:* "Environment and suitable facilities, adequate, updated and secure."

#### **F. Health and nutrition**

Develop, maintain, and sustainably strengthen ways of promoting the welfare and development of the student community through programs such as health and nutrition, among others, in order to direct the effective use of available resources to achieve a suitable student to learn and a healthy population.

*Goal:* "Students that are healthy and able to learn."

#### **G. Institutional Knowledge**

Develop, maintain, and sustainably strengthen the processes of decision making and phases of research and development for the production of institutional knowledge that is accurate and reliable.

*Goal:* "Decision making data-based educational and organizational intelligence."

### **Academic Transformation with Longitudinal Vision Plan**

The Department of Education focuses on academic transformation, based on a longitudinal view, having as a priority student's individual academic growth increase, school retention, ensures that each and every student be successful and can make an effective transition to post-secondary studies and the world of

work. These are important changes that build a new educational reality in Puerto Rico. Academic transformation with Longitudinal Vision Plan States the following:

- Assess and systematically improve the quality of education for all students.
- The needs of students with disabilities and students with linguistic limitations in Spanish.
- Align the educational system with post-secondary and professional expectations standards.
- Implement specific approaches to improve student achievement.
- Focus creates custom strategies for improvement of schools and school improvement efforts.
- Implement a new system to evaluate the effectiveness of the teacher and school directors.
- Create new support for educators.
- Commit to different interest groups of the island with the education and student's individual academic growth.
- Create significant and lasting changes in public policy.

### **DEPR Integrated Citizenship Model**

The English program of the Department of Education of Puerto Rico meets the Longitudinal Systemic Plans view along with the Curriculum Framework. The Department of Education promotes students growth, teacher and student interaction and community school governance. It is a basic premise that accentuates “a good educated life for human beings” (Tredennick, 1996). It is a life based on knowledge, self-discipline, and justice. The five basic components in the high school graduate student profile are appropriate to implement also responsible, democratic and satisfactory citizenship for all grade levels and promote best practices and social growth. The essential components to support students' learning are: being a lifelong learner, effective communicator, entrepreneur, active in several communities and ethical human being (High School Graduate Student Profile of Puerto Rico, 2012). The vision is to recognize the importance of knowledge and academic competencies according to social and emotional development of the student, to then support life learning competencies.



The English program provides students with an encouraging environment to improve the standards and expectations of the language with the components of the graduate student profile. English language teachers' effort is to facilitate a good education for students, by providing necessary tools to become independent language learners, and honor the differences in backgrounds, learning styles, differentiated instruction and essential competencies to succeed in the language.

Students' individual needs are as diverse as the students themselves (Thomlinson, 2015). The necessity of being flexible and sensitive to the students' needs in class is an initiative for language learning and differentiating instruction. It is a goal to provide courses that improve English language, differentiated instruction, as well as academic success in all areas. The expectations encourage learning while developing awareness of essential competencies to reach a good life.

The English program recognizes students' needs change as they develop life-long experiences and expectations. At the beginning level, teachers attempt to make the students comfortable using their new language by offering many opportunities to practice listening, speaking, reading, writing and language skills. At the intermediate and advanced levels, educators expect students to take more responsibility for their learning. At all levels, teachers use various approaches, activities, assessments and resources to learn a language. Each level of learning therefore, fortifies students' personal, social and academic responsibilities in life.

Students arrive with preexisting knowledge. Each person's mission is to access and capitalize on this knowledge. By understanding student's background we are able to encourage students to become teachers themselves. Allowing students to realize their strengths and weaknesses creates a lifelong language learner', therefore teaching extends out of the class. We are not preparing students to be "native" English speakers, but rather self-motivated, proficient language learners to achieve a good life.

## Curriculum Framework

The Curriculum Framework is the most effective tool to implement the philosophical principles and the focus of each study program from Kindergarten to Twelfth grade. The Curriculum Framework assembles and enhances the principles, foundations, and focuses of the English program. It is designed to incorporate the vision, mission, goals, and depth of knowledge, including general recommendations of strategies. It presents the core concepts, teaching approaches, techniques, and strategies, ways in which students learn, and assessment strategies that teachers can use to meet the Department of Education standards for the English Program. This document is a reference frame to interpret the curriculum design.

The Curriculum Framework describes, for all practical purposes, the principles pertaining to each level that outline the theoretical foundations on which the principles are based upon. Its primary purpose is to have students achieve the Department of Education's vision which is a graduate learner who knows, knows how to do, knows how to be, and knows how to live together. The Department of Education views the curriculum from a three-stage perspective focusing on: a) desired results (alignment to learning objectives, essential questions, transfer and acquisition goals, content focus, and content vocabulary; b) assessment evidence (performance tasks and other evidence); and c) learning plan (learning activities) outlined in the constructivist-humanistic and sociological theories of learning brought forth in neuroscience findings from recent research, which presents the student as the center and constructor of knowledge.

The public schools curriculum is classified in two levels: elementary and secondary, each with its own peculiarities and characteristics. The content of the curriculum is developed in accordance to the DE Longitudinal Strategic Plan, Puerto Rico Core Standards and Expectations (2014), the Curricular Maps, 21<sup>st</sup> Century Skills, the Response to Intervention Model (RTI), Technology Integration (TIC), and the High School Graduate Student's Profile; addressing the needs of all students in the system including the subgroups (special education, limited proficient LSP, gifted, and section 504) under a perspective of a global citizenship for the 21st century.

This curriculum framework offers a broad view of cross-curricular competencies required of all learners to acquire:

- competence in collecting, selecting, processing and managing information
- competence in mastering instruments of knowing and understanding
- competence in effectively communicating with others
- competence in adapting oneself to changes in life
- competence in cooperatively working in teams
- competence in resolving conflict through peaceful dialogue and negotiations



Moreover, it presents the Teachers Professional Standards for the DE as the best aspirations of a country about its pedagogical educators. Research states the importance of having teachers with knowledge, skills and willingness to become effective facilitators of instruction for all students. According to the DE aspirations, these professional standards aim to establish the criteria of excellence for all teachers, regardless of its area of specialty or level of teaching. It also, serves as a guide for teacher preparation programs indicating the teacher profile that the DE desires to have. The three dimensions that these standards specifically attain are:

- knowledge (what teachers should know)
- values and provisions
- what they are supposed to execute to perform as effective teachers in the classroom scenario

<b>PUERTO RICO TEACHER PROFESSIONAL STANDARDS</b>	
<b>Standard 1</b>	Knowledge of Subject Matter
<b>Standard 2</b>	Pedagogical Knowledge
<b>Standard 3</b>	Instructional Strategies
<b>Standard 4</b>	Learning Environments
<b>Standard 5</b>	Diversity and Special Needs
<b>Standard 6</b>	Evaluation and Assessment
<b>Standard 7</b>	Technology Integration
<b>Standard 8</b>	Language and Communication
<b>Standard 9</b>	Family and Community
<b>Standard 10</b>	Information Management
<b>Standard 11</b>	Professional Development

The teachers' role is to become:

- a leader that makes significant social contributions in the public, sectorial, national and international settings.
- a high qualified, competent and compromised human resource that systematically develops, strengthens and maintains a professional image, is trustworthy, efficient and effective.



Finally, the curriculum framework is a guide that aids both evaluators and curriculum technicians to perfect the curriculum and to work on other aspects of significance in the area of supervising. It is intended to be used by college bound professionals designing teacher training. It presents the skills, attitudes, and knowledge of content matters required, fundamental for the teachers to comply in accordance with the expected goals.



## ENGLISH PROGRAM MISSION, VISION AND GOALS

The mission, vision and goals for the English Program are based on the Organic Law 149 (1999) and supported by the four principles of the Academic Transformational Plan with Longitudinal Vision, which has been sustained and reinforced the new law Every Student Succeeds Act (2015), are as follows:

### Main Principles

- College and Career Readiness expectations for all students
- State developed differentiated recognition, accountability and support
- Effective supporting instruction and leadership
- Reducing duplication of effort

### Turn-Around Principles

- Effective Leadership Development
- Effective Teachers that demonstrate student's individual academic growth
- Community Integration and School Restructuring
- Rigorous Academic Standards and Expectations
- Data Use for Decision Making and Continuous Improvement
- Safe and Secure School Environment
- Family and Community School Matters Commitment and Participation

### Vision

The English Program aims to develop students who can communicate creatively, reflectively, and critically in the English language in order for them to be college and career ready. They should feel committed to their native language and Hispanic culture, simultaneously developing a strong sense of solidarity, respect and appreciation for other cultures.

### Mission

According to the law 149 (1999), our mission is to develop students to communicate effectively in the English language, recognizing that the mastery of their vernacular is essential for effective learning of other languages. Therefore, the integration between English and Spanish programs is crucial. Students will communicate orally and in written in the English language. The curriculum will foster critical and creative thinking needed to meet the expectations and demands of the contemporary global society. It will provide enriching educational experiences, integrated, and challenging which will take into consideration, in addition to knowledge and skills, the social, economic, cultural, and personal



background of each student. In this way, they can respond to new challenges and social responsibilities and will be able to grasp the opportunities of the twenty-first century global world.

These skills include the five essential competencies stated in the *Graduate Student's Profile*, which are:

- The student as a learner
- The student as an effective communicator
- The student as an entrepreneur
- The student as an ethical being
- The student as an active member in diverse communities

The program will provide a comprehensive, challenging, and enriching curriculum that takes into account students' social, economic, cultural, and personal backgrounds including their knowledge and skills.

## Goals

The English Program is directed towards the development of a student who is able to communicate effectively, both orally and written in the English language.

These goals are:

- Develop Linguistic Skills that can be integrated with other subject areas.
- Prepare students to access, organize, research and evaluate information through the use of technological resources in order to develop effective reading and writing skills.
- Provide access to the English Program Curriculum to all students with special needs.
- Offer educational innovative experiences for student participation in various academic, social, and interactive scenarios, using the four language arts: listening, speaking, reading and writing.
- Promote development of remedial skills to assist student's needs.
- Develop activities aligned to the standards, expectations and assessments.
- Offer English language experiences based on challenging, meaningful and pertinent content.
- Reinforce ethical and moral values through the integration of transversal themes.
- Establish respect for different cultures of ethnical origin, sex, age, social economic status, gender, family structure, diversity, special education, limited English proficient and others.



- Develop critical thinking, creativity and analytical skills through significant educational experiences.
- Balance the different learning styles during the learning process through authentic experiences and differentiated instruction.

### **Learning Focused Goals**

In order for students to achieve learning in the English language it is necessary to:

- Understand what they hear.
- Express their ideas in formal and informal conversations with correct grammar, intonation and pronunciation.
- Understand and interpret what they read for enjoyment of reading.
- Make use of English as a communication mechanism for different purposes framed in a variety of contexts.
- Write with clarity, precision, and correction.



## Puerto Rico High School Graduate Student Profile

The students' profile provides an overview design with new experiences that the educational system offers. The offering includes curriculum, activities, services, personnel development and study programs that ensure students mastery of 21<sup>st</sup> century skills. It highlights five essential competencies that all graduating students must possess after completing their school education in any public or private educational system. After completing high school the graduate student should demonstrate a solid foundation in each of these competencies, which will help them become responsible citizens in any personal, social, professional or academic context. To help our students thrive in a fast changing world, these competencies will prepare them to meet the challenges of globalization and technological advancements necessary to achieve the 21<sup>st</sup> century goals and college and career readiness skills that ensure success.

### Five Essential Competencies

**Student as Life Long Learner:** Student has the capacity and motivation to effectively monitor his/her own learning through life, once high school is completed.

Each student should:

- Demonstrate the optimal level of achievement in all academic standards.
- Identify and overcome learning challenges.
- Demonstrate knowledge of the relationship between the disciplines studied.
- Think critically, analyze from various points of view and use his/her knowledge creatively.
- Master technology as a tool to access, analyze and apply information.
- Recognize that learning is a continuous and self-evaluation process that extends throughout lifetime.
- Master and apply the processes of scientific thinking and problem solving.

**Student as an Effective Communicator:** Student who can effectively master and use language as an instrument to communicate orally and in writing. The learner should be able to represent, interpret and show comprehension of the reality of the world today.

Each student should:

- Listen and comprehend effectively to clarify, synthesize, understand diversity, overcome differences and create new information.
- Speak in an effective, assertive, respectful and empathetic manner.
- Read Spanish fluently with comprehension of diverse texts, with an appreciative and critical attitude.



- Write in Spanish a variety of significant and adequate texts in different communication context to express ideas, thoughts and feelings in an organized and creative manner with a personalized style.
- Speak, read and write fluently and correctly in English with confidence and comprehension.
- Demonstrate ability and willingness to understand and adequately use other languages.
- Appreciate the ethical and aspects of technology and arts as a means of creative expression.

**Student as an Entrepreneur:** Student capable of identifying opportunities using interpersonal and problem solving skills to influence and guide others toward goals that lead to transformation.

Each student should:

- Strive to achieve goals and be guided by a high code of quality and productivity.
- Face individual and collective new challenges.
- Demonstrate ingenuity and business aptitude.
- Participate effectively in teams and develop networks in the workplace and community.
- Adapt to the new local and global environment demands.
- Demonstrate skills of economics and financial planning.

**Student as an Ethical Being:** Student capable of developing their holistic potential. A confident, judicious, and strong sense civic responsible being that takes active part in making the lives of others around him/her better.

Each student should:

- Maximize virtues and talents.
- Be guided by ethical values and principles.
- Recognize that change is a part of life.
- Assume responsibility for actions, assets and resources.
- Manage conflicts in an analytical, creative, constructive and non – violent way.
- Value health and opt for a healthy lifestyle.

**Student as an Active Member in Diverse Communities:** Student who is recognized as an active social member; demonstrates interest in the community; understands that communities are dynamic and ever–changing and gets involved to help achieve community goals.

Each student should:

- Act as a responsible, independent, interdependent, solidary and socially productive citizen.

- Recognize, respect and value culture, national identity and national heritage.
- Recognize, respect and value the cultures of other countries.
- Encourage and promote the well-being in his/her community, country and planet.
- Respect and defend democratic processes, diversity and the rights and freedom of all human beings.
- Examine current situation with information that supports his/her position and actions.
- Support efforts to protect the environment and quality of life in his/her community, country, and the planet.





## ENGLISH PROGRAM PHILOSOPHY

The Curriculum Framework is a document that brings together the philosophical principles, foundations and focus of the English Program. It defines in general terms the curriculum principles offered at each level and outlines the theoretical foundations that support the teaching and learning of English as a second language. Viewed from the perspective of the DEPR this framework consists of three dimensions:

- The content developed, includes concepts and skills in the materials used.
- The approaches, strategies, and techniques of teaching that are developed and delivered in the context of modern theories of learning.
- The process of learning and assessment, which is outlined in the cognitive, humanistic and sociological theories of learning, as in recent neuroscience findings.

### Basic Principles

The correct usage of the linguistic concepts is to facilitate the fundamental application of knowledge for the mastering of a second language. For this reason, lessons are to be developed using current normative documents: Curriculum Framework, Puerto Rico Core Standards and Expectations (PRCS) per grades K-12<sup>th</sup>, and the current circular letters for Lesson Planning, current DEPR Political Policies, Authentic School Comprehensive Plan, Curriculum Maps, and Evaluation.

The six basic principles are the following:

1. Instruction provides a positive learning environment where students are open to and ready to acquire the language. (Krashen's Affective Filter).
2. Instruction challenges student's intellectual abilities and guides them into their proximal ESL development to reach their upmost potential. (Vygotsky's Zone of Proximal Development).
3. Instruction uses and/or develops authentic materials, activities, and approaches that involve and address student's multiple intelligences (Gardner, H.), learning styles (Oxford, R.), and learning strategies (O'Malley, J. & Chamot, A.).
4. Instructions must take into account Individual differences in learners. (Tomlinson's Differentiated Instruction).
5. Capacity of acquiring a second language requires students to be proficient in their first language. (Krashen's Input Hypothesis – level  $i+1$ )

6. Instruction relies on research based assessment and evaluation measurements in free and controlled production.

## English Program Focus

### English as a Second Language (ESL)

ESL professionals have recognized the complexity of the L2 learning situation and student diversity in Puerto Rico for years (Schweers & Hudders, 1993). The wide discrepancies among students learning English as a second language in Puerto Rico is particularly obvious with regard to the socio-economic status, needs and attitudes towards learning the language; the support they get at home in this particular subject; interests and personal goals as well as professional goals; and the opportunities for exposure to English outside the L2 classroom. Recognizing this diversity, the English Program must focus on each student, school and community and study its own psycholinguistics and sociolinguistics complexity and reality.

### Characteristics of ESL Teaching Professionals

Responding to the challenges of teaching English as a Second Language (ESL), each teacher must be a highly trained and qualified professional; a very creative, thoughtful and reflective educator. The following characteristics are required:

- Excellent command of the English language, including fluent oral and written communication skills
- Solid academic preparation in the teaching of English as a second language in a multi-cultural environment (Prueba de Certificación de Maestros (PCMAS), English Proficiency Test, DE English Teacher Certification)
- Positive attitude towards the teaching and learning of English in Puerto Rico, for both students and schools
- Understanding student cognitive learning with regard to the L2 learning and acquisition process
- Ability to develop student's critical thinking skills and to convey the positive values of our L1 and L2 society and culture
- Capability to work with parents, involving them in the teaching/learning process of their children and the school community in general



- Dedication to the teaching profession and a willingness to continue a life of learning and research
- Expose students with educational experiences of the highest quality
- Design educational lessons to enhance the performance of the student following the PRCS according to depth of knowledge (DOK), taking into consideration differentiated instruction of subgroups
- Collect, analyze, and interpret quantitative and qualitative data in order to identify the student's needs as the foundation of lesson planning thus to acquire a higher level of academic proficiency
- Use of formative and summative evaluation, performance tasks and curriculum maps that comply with the English Program PRCS 2014 according to grade level

The English teacher is not only concerned about students' acquiring the English language, but also about their positive attitudes towards L2 and culture. The teacher must provide and promote a teaching and learning atmosphere free of fear and pressure where students feel comfortable and not threatened in the acquisition of the new language, along with the support of their school colleagues, parents and community inside and outside of the classroom.

In addition, the teacher must promote bilingualism as an opportunity for student's intellectual enrichment and growth. As a result, the potential for future college and career opportunities are greater.

Teachers must be willing to participate in an on-going public, private and/or personal professional development and continuous education through: grants offers, advanced studies, weekend seminars, workshops, immersion programs and teacher training programs in Puerto Rico, United States, or abroad during the summer, sabbatical, online, study leaves or others, in order to be updated within the newest educational trends. A mentor system, established by the district facilitator and/or school principal, will be provided for assistance to new teachers. Authentic facilitator interventions such as job-embedded, coaching, workshops, observations, class demonstrations, study groups, panels, and learning communities will be provided in the academic area. Teachers will be assisted in designing and/or adapting appropriate learning materials and activities.

## ENGLISH PROGRAM CONTENT

### Standards and Expectation Synopsis

Throughout the years the English Program has been using standards to guide teachers during the teaching and learning process. The term standard is defined as a written description of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives—i.e., what students should master by the end of a course or grade level. However, they do not describe any particular teaching practice, curriculum, or assessment method. In addition, this term is defined in the Puerto Rico Core Standards 2014 document as an academic principle that establishes the framework of the educational system.

Previous standards were revised, leading towards the new PRCS document in 2014 which defines the term expectation as, the highest level of academic performance to be achieved by a student. The action responded to the Flexibility Plan Principle 1 (College and Career-Readiness Expectations for all Students). This principle asks to approve, adopt, and implement rigorous post-secondary and professional standards for all students, including the sub-groups (Special Education EE, Limited Proficient Students LSP, Gifted, and Section 504).

The current standards are: listening, speaking, reading, writing, and language. According to the PRCS, each one is described as follows:

### Listening

- The student must comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.

### Speaking

The student must:

- Engage in discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.
- Evaluate information and determine appropriate responses to answer questions effectively.
- Interact in social, academic, college, and career conversations using accurate and appropriate language.
- Provide, justify, and defend opinions or positions in speech.



- Choose appropriate language according to the task, context, purpose, and audience.
- Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.

## Reading

The student must:

- Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.
- Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- Analyze the structure of texts (informational and literary), including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats.
- Delineate and evaluate an author's argument through evidence specified in a text. Compare and contrast the presentation of two or more authors on similar themes or topics.
- Read and comprehend complex literary and informational texts independently and proficiently.

## Reading Foundational Skills (No CCR Expectations)

A series of Foundational Skills have been included at the end of the Reading standard. These skills apply only for kinder to sixth grade. While they are noted at the end of the reading standard these are important skills and concepts that should be reinforced throughout the primary grades.

### Phonemic Awareness

- Phonics
- Print Features and Text Organization



## Writing

The student must:

- Write arguments to support point of view using valid reasoning and sufficient evidence.
- Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.
- Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.
- Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).
- Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.
- Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.

### Writing Foundational Skills (No CCR Expectations)

A series of Foundational Skills have been included at the end of the Writing standard. These skills apply only for kinder to sixth grade. While they are noted at the end of the writing standard these are important skills and concepts that should be reinforced throughout the primary grades.

- Print Features and Text Organization
- Phonics

## Language

The student must:

- Demonstrate command of the conventions of English grammar and usage.
- Apply English conventions using appropriate capitalization, punctuation, and spelling.
- Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension.



- Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.
- Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
- Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.

Each standard and each grade has its own expectations. Moreover, the expectations through the indicators provide additional specificity. They identify what students are expected to master at a particular grade level.

## General and Fundamental Transversal Themes

Transversal themes are described by UNESCO (2013) as critical and innovative thinking, interpersonal and intrapersonal skills, global citizenship, and physical and psychological health. In addition, many terms are interchangeably used to describe cross-curricular abilities across different countries as transversal skills, key competences, 21<sup>th</sup> century skills, and so on. Based on this statement, PR Flexibility Plan, Principle #1 and the New Student Profile (2012) states that the student must be college and career ready and have the aptitudes of a Member of a Diverse Community and Ethics while emphasizing the importance of transversal themes in the process of learning.

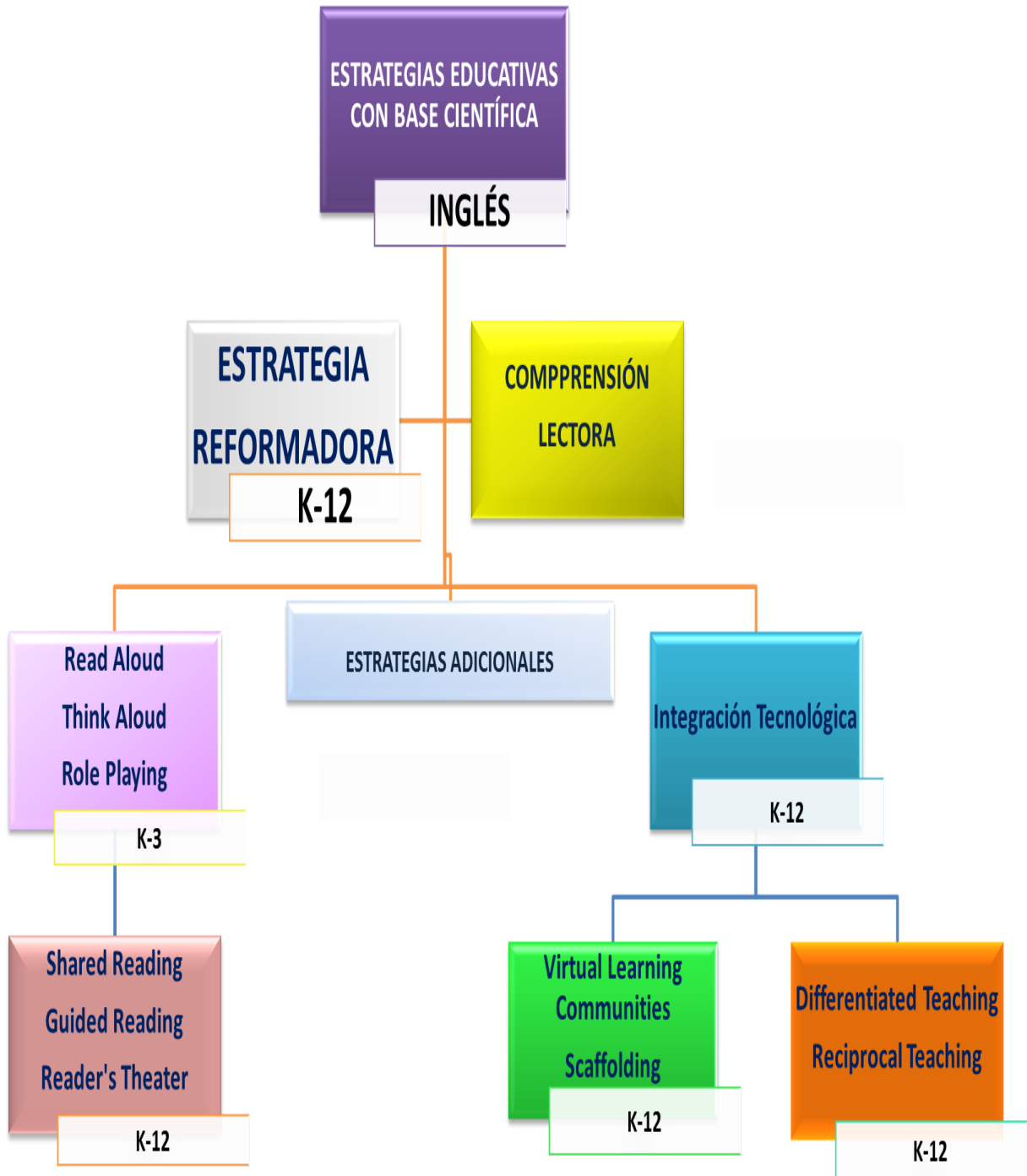
Transversal Themes	Descriptors
<b>Culture Identity</b>	Cultural diversity  Ethnicity, race, age and gender, origin, socio-economic status, type of family, schooling, migration, bilingualism
<b>Civic and Ethic Education</b>	Values, attitudes and human virtues  Ethics, dignity, solidarity, gender equality
<b>Education for Peace</b>	Tolerance, respect;  Equality, integrity, self-control, responsibility, socialization, collaboration
<b>Environmental Education</b>	Environment  Prevention, health, hygiene, conservation of resources, ecology, quality of life, reforestation, recycling, restoration





<b>Technology and Education</b>	<p>Knowledge</p> <p>Concepts, ideas, facts, divergences, principles, theories, technology, paradigms, laws</p> <p>Skills and competencies</p> <p>Life skills, reflective thinking, critical and creative thinking, communication, study skills, research, adaptation, work; technology, integration, theorization, assessment</p> <p>Technology</p> <p>Computation, network, access, effective use of equipment, set of rules and regulations, educational application, configure, cybernetics, distance learning, integration, internet</p>
<b>Education for Work</b>	<p>School to work</p> <p>Supply and demand, total quality, commitment, dedication, service, production, technology, employability, negotiation, obtaining, retaining and progressing on the job, professional development, rules and regulations, institutional culture and politics</p> <p>Economy</p> <p>Savings, investments, consumerism, global economy, management of goods, production and distribution, exportation and importation, management of public funds, budgets</p>

Scientific Based Strategies for English





## Backward Design Process for Curricular Planning

The backward design process for curricular planning is a tool for educational planning with a focus on outcomes and “teaching for understanding”. It is a framework for improving student achievement through a standard driven curriculum development, instructional design, assessment, and professional development (McTighe & Seif, 2003). The core principles of teaching for understanding are:

1. A primary goal of education is the development and deepening of student understanding.
2. Evidence of student understanding is revealed when students apply knowledge and skills within authentic contexts.
3. Effective curriculum development reflects a three-stage design process called “backward design.” This process helps to avoid the twin problems of “textbook coverage” and “activity-oriented” teaching in which no clear priorities and purposes are apparent.
4. Regular reviews of curriculum and assessment designs, based on design standards, are needed for quality control, to avoid the most common design mistakes and disappointing results. A key part of a teacher’s job is ongoing action research for continuous improvement. Student and school performance gains are achieved through regular reviews of results (achievement data *and* student work) followed by targeted adjustments to curriculum and instruction.
5. Teachers provide opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess. These “six facets” provide conceptual lenses through which students reveal their understanding.
6. Teachers, schools, and districts benefit by “working smarter”—using technology and other approaches to collaboratively design, share, and critique units of study.
  - a. Wiggins and McTighe (1998) state that teachers are designers of learning, of environments and of student experience. The authors recommend that teachers think like “assessors” and design instruction backwards.



Wiggins and McTighe (1998) affirm that teachers will work with the following five important areas of research base in cognitive psychology:

1. Memory and the structure of knowledge
2. Analysis of problem solving and reasoning
3. Early foundations
4. Meta-cognitive processes and self-regulatory capabilities
5. Cultural experience and community participation

### **How is backward design process for curricular planning used in the English Program?**

The English program has developed its curriculum and Puerto Rico Core Standards on the foundations of the backward design process for curricular planning. First, teachers must consider and focus their teaching experiences shifted from drills and must ponder student's understanding and their application of knowledge during the learning process. Second, high contextual transfer rates happen when students understand the material in depth. Third, experts seek to develop understanding of problems: thinking skills which revolve around big ideas. Fourth, teachers will cover material in-depth and not superficially. Fifth, teachers will help their students retain information that is extensively covered through meaningful experiences. Sixth, teachers will give student feedback which is fundamental in the learning process. Seventh, teachers must use assessments to provide students with opportunities to apply their knowledge rather than just recite it. Finally, English teachers should know the structure of their discipline and use their knowledge as "cognitive roadmaps" to guide assignments, assessment, and questions in order to make the teaching and learning process a significant one.



## Curriculum Unit Map Themes and Performance Tasks

GRADE	UNIT THEME	PERFORMANCE TASKS (PT)
<b>K</b> <b>i</b> <b>n</b> <b>d</b> <b>r</b> <b>e</b> <b>d</b> <b>r</b> <b>e</b> <b>d</b> <b>e</b> <b>t</b> <b>n</b>	Unit K.1: About Me	1. "About Me" Book 2. Rainbow Bodies
	Unit K.2: Good Friends	1. How to be a Good Friend 2. Same and Different
	Unit K.3: Let's Play	1. Sequencing a Story 2. Create a Board Game 3. Create a Pattern Book
	Unit K.4: Let's Rhyme and Sing	1. Name Syllables 2. Class Alphabet Scrapbook 3. Printing Techniques
	Unit K.5: Story Time	1. Syllables and Rhyming 2. Creating a Fractured Fairytale 3. Create your Own Story Book
	Unit K.6: Let's Go Outside	1. My Suitcase 2. Me in All Seasons
	Unit K.7: Living Things	1. Sorting Animals 2. My Plant Journal 3. My Favorite Animal Book
	Unit K.8: My Community	1. My Neighborhood Book 2. Our Community Mural



GRADE	UNIT THEME	PERFORMANCE TASKS (PT)
<b>F</b> <b>i</b> <b>r</b> <b>s</b> <b>t</b>  <b>G</b> <b>r</b> <b>a</b> <b>d</b> <b>e</b>	Unit 1.1: My Emotions	1. Write a class book 2. My Feelings Poem 3. Main Idea and Supporting Detail
	Unit 1.2: Our Diverse Community	1. Family Interviews 2. Family Tree
	Unit 1.3: Working it Out	1. Comparing characters 2. Create a Peace Play
	Unit 1.4: How Can I Help?	1. Shared Writing: Class Letter to a Community Leader 2. Paired Writing: The Helping Book
	Unit 1.5: Let's Celebrate	1. Celebrating Me Through Art 2. My Favorite Celebration
	Unit 1.6: Folktales	1. Character Comparisons 2. Shared Writing: Create a Folk Tale Play
	Unit 1.7: Habitats	1. Animal Habitat Three Tab Book 2. Ecosystems Poster or Diorama 3. Advertising Campaign: How can we protect our island's ecosystems?
	Unit 1.8: How We Change	1. Me Growing Up Book 2. Write a Story with a Pattern



GRADE	UNIT THEME	PERFORMANCE TASKS (PT)
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 48pt; font-weight: bold; text-align: center;">Second Grade</p>	Unit 2.1: Bilingual and Proud	<ol style="list-style-type: none"> <li>1. Spanish Me/English Me</li> <li>2. Bilingual Poem</li> <li>3. Vocabulary Development – Writing Sight Words</li> </ol>
	Unit 2.2: Where Are We?	<ol style="list-style-type: none"> <li>1. Alphabetical Order Observation</li> <li>2. Create a 3D model of landforms using salt dough</li> <li>3. Puerto Rico Diorama: Before and After</li> </ol>
	Unit 2.3: Myths and Creation Stories	<ol style="list-style-type: none"> <li>1. Creation Myth Animal</li> <li>2. Create own Creation Myth</li> </ol>
	Unit 2.4: Poetry	<ol style="list-style-type: none"> <li>1. Poetry Holidays Card</li> <li>2. Poetry Café</li> <li>3. Poetry Book</li> </ol>
	Unit 2.5: Heroes	<ol style="list-style-type: none"> <li>1. A Hero in My Life</li> <li>2. Taino Diary: Is Columbus a Hero?</li> </ol>
	Unit 2.6: Art and Author Study	<ol style="list-style-type: none"> <li>1. Author Study Art book</li> <li>2. Accordion Book of Puerto Rican Art</li> </ol>
	Unit 2.7: Wild Weather	<ol style="list-style-type: none"> <li>1. Safety Book</li> <li>2. Wild Weather Picture Book</li> </ol>

GRADE	UNIT THEME	PERFORMANCE TASKS (PT)
<h1 style="writing-mode: vertical-rl; text-orientation: mixed;">Third Grade</h1>	Unit 3.1: What Makes Puerto Rico Unique?	<ol style="list-style-type: none"> <li>1. What Makes Puerto Rico Unique?</li> <li>2. Genre Book Tracker</li> <li>3. Using Questions to Write a Biography</li> </ol>
	Unit 3.2: Immigration	<ol style="list-style-type: none"> <li>1. What Makes Puerto Rico Unique?</li> <li>2. Genre Book Tracker</li> <li>3. Using Questions to Write a Biography</li> <li>4. Immigration Interview and Magazine</li> </ol>
	Unit 3.3: Fables	<ol style="list-style-type: none"> <li>1. Reflection: Which moral makes the most sense in my life?</li> <li>2. Writing my own fable</li> </ol>
	Unit 3.4: News	<ol style="list-style-type: none"> <li>1. Newspaper Critique and Reflection</li> <li>2. Class Newspaper</li> </ol>
	Unit 3.5: Democracy & Citizenship	<ol style="list-style-type: none"> <li>1. Biography of a Leader</li> <li>2. Letter to the Governor</li> </ol>
	Unit 3.6: Water	<ol style="list-style-type: none"> <li>1. Water Cycle Poster Assessment</li> <li>2. Ways to Conserve Water: Survey Study and Poster Campaign</li> </ol>
	Unit 3.7: Outer Space	<ol style="list-style-type: none"> <li>1. Planet Tab Book</li> <li>2. Science Fiction Story</li> </ol>





GRADE	UNIT THEME	PERFORMANCE TASKS (PT)
<b>F o u r t h  G r a d e</b>	Unit 4.1: Writing Dialogues	1. Autobiographical Posters 2. Funny Dialogues Using Homophones 3. Become a Character
	Unit 4.2: My Timeline	1. Writing --My Personal Timeline 2. Fluency 3. Reader's Response Letter
	Unit 4.3: Making Predictions, Inferences and Connections about Characters	1. Making Connections 2. Using Visual Clues to Make Inferences About Character Traits 3. Character Posters
	Unit 4.4: My Story: Exploring Figurative Language and the Writing Process	1. My Two Different Worlds 2. The Real Me 3. Expressing Yourself Using Figurative Language
	Unit 4.5: Non-Fiction Study: Creating a Non-Fiction Book About Me	1. Non-Fiction Presentation 2. Non-Fiction Books
	Unit 4.6: Family Interviews	1. Comparing Biographies 2. Biography of a Family Member
	Unit 4.7: Exploring Story Elements, Organization and Setting through Narratives	1. Analyzing Setting in Fairy Tales 2. Sequence and Story Organization in Fairy Tales 3. Once Upon A Time... My Own Fairy Tale



GRADE	UNIT THEME	PERFORMANCE TASKS (PT)
<p style="text-align: center; font-size: 4em; font-weight: bold;">F i f t h  G r a d e</p>	<p>Unit 5.1: Communities Create Heroes</p>	<ol style="list-style-type: none"> <li>1. Create a Personal Homophone Book From 8 to 10 Pairs of Homophones</li> <li>2. “My neighborhood hero is...”</li> <li>3. Character Connection Posters</li> </ol>
	<p>Unit 5.2: Leaders in My Community</p>	<ol style="list-style-type: none"> <li>1. Prefix Word Tree</li> <li>2. Community Leader Interviews</li> </ol>
	<p>Unit 5.3: Discovering My Neighborhood</p>	<ol style="list-style-type: none"> <li>1. Book Review</li> <li>2. My Neighborhood Research Project</li> </ol>
	<p>Unit 5.3: Discovering My Neighborhood (Cont.)</p>	<ol style="list-style-type: none"> <li>1. Reading Response Letter</li> </ol>
	<p>Unit 5.4: Community Celebrations</p>	<ol style="list-style-type: none"> <li>1. Reading Response Letter on Celebrating Events</li> <li>2. Celebration Personal Narrative</li> </ol>
	<p>Unit 5.5: Making Maps</p>	<ol style="list-style-type: none"> <li>1. Before and After Community Maps</li> <li>2. Neighborhood Maps</li> <li>3. Comparing Students</li> </ol>
	<p>Unit 5.6: My Celebrations</p>	<ol style="list-style-type: none"> <li>1. Personal Narrative: My Celebration</li> <li>2. My Neighborhood Poster</li> </ol>
	<p>Unit 5.7: Issues Facing the Local Community</p>	<ol style="list-style-type: none"> <li>1. Classroom Newspaper</li> <li>2. Speech on a Problem in the Community</li> </ol>



GRADE	UNIT	PERFORMANCE TASKS (PT)
<b>Sixth Grade</b>	Unit 6.1: Characters Facing Challenges	<ol style="list-style-type: none"><li>1. Character Trait Essays</li><li>2. Sequencing Picture Books</li><li>3. Writing My Own Narrative Using Challenge as a Theme</li></ol>
	Unit 6.2: Non-Fiction Study: Challenges Facing Communities	<ol style="list-style-type: none"><li>1. Natural Disasters</li><li>2. Problems and Solutions for Beaches</li><li>3. Public Service Announcement: Solving Community Problems</li></ol>
	Unit 6.3: Non-Fiction Study: Newspapers and Current Events	<ol style="list-style-type: none"><li>1. Writing a News Article</li><li>2. Writing an Editorial Article</li><li>3. Writing a Leadership Profile Piece</li></ol>
	Unit 6.4: Memoirs: Exploring Personal Challenges	<ol style="list-style-type: none"><li>1. Reading Response Letter on Memoirs</li><li>2. My Personal Childhood Memoir (four parts)</li></ol>
	Unit 6.5: Exploring Poetry	<ol style="list-style-type: none"><li>1. Analyzing Poets and Their Poetry</li><li>2. Creating a Community of Poets: Poetry Journal (Types of Poetry)</li><li>3. Creating a Community of Poets: Poetry Journal (Simile Poem and Homophone Poem)</li></ol>



GRADE	UNIT	PERFORMANCE TASKS (PT)
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 48pt; font-weight: bold; text-align: center;">                     7                      Grade                      Overview                 </p>	Unit 7.1: Being Puerto Rican Through Folktales	<ol style="list-style-type: none"> <li>1. Stories from my Home Country</li> <li>2. Reader’s Theater: Adapt a Puerto Rican Folktale in to a Play</li> <li>3. Modern Day Puerto Rican Folktales</li> </ol>
	Unit 7.2: Puerto Rico Travel Brochure	<ol style="list-style-type: none"> <li>1. Puerto Rico Travel Brochure</li> <li>2. “I Value” Puerto Rico Poster</li> </ol>
	Unit 7.3: Poetry: My Identity	<ol style="list-style-type: none"> <li>1. Poetry Writing/Publishing a Class Poetry Book</li> <li>2. Poetry Slam</li> </ol>
	Unit 7.4: Author’s Purpose	<ol style="list-style-type: none"> <li>1. Using Persuasion</li> <li>2. Writing to Teach</li> <li>3. Writing to Inform</li> <li>4. Sentences: Subject and Object, Fragments, and Run-on Sentences</li> </ol>
	Unit 7.5: Persuade and Present	<ol style="list-style-type: none"> <li>1. Write a Persuasive Political Cartoon</li> <li>2. Writing a Persuasive Speech</li> <li>3. Debate</li> </ol>



GRADE	UNIT	PERFORMANCE TASKS (PT)
<b>E i g h t h G r a d e</b>	Unit 8.1: Analyzing Characters' Decisions	1. Reading Response Essay 2. Writing My Short Story
	Unit 8.2: Memoirs and Transformative Decisions	1. Engaging in Literature Circles 2. Personal Memoirs About Transformative Decisions 3. Writing Memoirs Rubric
	Unit 8.3: Persuasive Letter	1. Take Sides and Explain 2. Graphic Organizer 3. Persuasive Argument Outline Sheet and Rubric 4. Persuasive Letter: Have I Convinced You? 5. Persuasive Letter Rubric
	Unit 8.4: Personal Essay and Beliefs	1. Analyzing a Personal Essay 2. Self-Reflection 3. Exit Tickets
	Unit 8.5: Poetry	1. Poetry Activities 2. Analyzing Poetry- Performance Task 3. Creating Poetry from Music Independently
	Unit 8.6: Expository Text	1. Pick Two 2. Reading a Newspaper Article 3. Analyzing Healthy Choices – Individual 4. Family Recipes



GRADE	UNIT	PERFORMANCE TASKS (PT)
<p style="text-align: center; font-size: 48pt; font-weight: bold; letter-spacing: 0.5em;">N i n t h  G r a d e</p>	Unit 9.1: Genres Overview, Elements of Fiction	<ol style="list-style-type: none"> <li>1. My Goals for 9th Grade English</li> <li>2. Elements of Fiction Mini Book</li> </ol>
	Unit 9.2: Communicating My Ideas	<ol style="list-style-type: none"> <li>1. Instructional Handbook</li> <li>2. When I Was Young...Flipbook</li> <li>3. Point of View Comic Strips</li> <li>4. Personal Narrative or Memoir</li> </ol>
	Unit 9.3: Communicating About Our World Through Informational Texts	<ol style="list-style-type: none"> <li>1. Annotated Article</li> <li>2. Main Idea Mobile</li> <li>3. Word Journals</li> <li>4. Writing a Research Paper</li> </ol>
	Unit 9.4: It's a Matter of Opinion	<ol style="list-style-type: none"> <li>1. Persuasion Scrapbook</li> <li>2. Am I Persuaded? Memo</li> <li>3. Persuasive Letter to Principal</li> <li>4. Persuasive Podcast</li> </ol>
	Unit 9.5: Making Connections	<ol style="list-style-type: none"> <li>1. Book Commercial</li> <li>2. Making Connections Essay</li> <li>3. Character Blog</li> <li>4. Fractured Modern Fairy Tale Story</li> </ol>
	Unit 9.6: Figuratively Speaking	<ol style="list-style-type: none"> <li>1. Figurative Language Foldable</li> <li>2. Poetry Anthology</li> <li>3. Readers' Theater</li> <li>4. Comparison and Contrast Essay</li> </ol>



GRADE	UNIT	PERFORMANCE TASKS (PT)
<b>T e n t h  G r a d e</b>	Unit 10.1: Conflict	1. "Character vs. Self" Short Story 2. Book Review Oral Presentation
	Unit 10.2: Relationships: Friendships in Fiction and the Power of Persuasion	1. Compare Opinions Before and After the Unit 2. Persuasive Writing – Characteristics of a Good Friend 3. Characteristics of a Good Friend – Small Group Sharing
	Unit 10.3: Choices	1. Choices Essay with Word Choice Peer Editing 2. Personal Experience Narrative
	Unit 10.4: My World	1. Family Member Interview 2. Newspaper Project 3. Shared Experiences – Life in High School
	Unit 10.5: Create!	1. Sensory Imagery – Create, Part 2 2. Write a Scene and Create a Playbill



GRADE	UNIT	PERFORMANCE TASKS (PT)
<p style="writing-mode: vertical-rl; text-orientation: mixed; font-size: 48pt; font-weight: bold; letter-spacing: 0.5em;">Eleventh Grade</p>	Unit 11.1: Memoir – My Point of View	<ol style="list-style-type: none"> <li>1. Oral Presentation on Independent Reading</li> <li>2. Memoir Choice</li> </ol>
	Unit 11.2: Identity - Personal Narrative	<ol style="list-style-type: none"> <li>1. A Defining Day in My Life</li> <li>2. Narrative Book Report</li> </ol>
	3. Unit 11.3: As I See it- Persuasion	<ol style="list-style-type: none"> <li>1. Persuasive Essay</li> <li>2. Write an Editorial</li> </ol>
	Unit 11.4: It's a Mystery!	<ol style="list-style-type: none"> <li>1. Explain a Process Integrating Compare/Contrast</li> <li>2. Writing a Mystery Short Story, Film Script or other medium of their choice</li> </ol>
	Unit 11.5: Historical Fiction Using Informational Text	<ol style="list-style-type: none"> <li>1. Research Project</li> <li>2. Oral Presentations of Research Projects</li> </ol>
	Unit 11.6: Create! (Poetry)	<ol style="list-style-type: none"> <li>1. I'm From... Poem</li> <li>2. Ode to... Poem</li> </ol>





GRADE	UNIT	PERFORMANCE TASKS (PT)
<b>Twelfth Grade</b>	Unit 12.1: My Journey So Far	<ol style="list-style-type: none"><li>1. Before and After</li><li>2. Flash-Forward/Flashback Narrative</li></ol>
	Unit 12.2: Walking into the Future	<ol style="list-style-type: none"><li>1. Occupational Summaries</li><li>2. Career Option Research Paper</li></ol>
	Unit 12.3: The Long and Short of It	<ol style="list-style-type: none"><li>1. Let Me Tell You What Really Happened</li><li>2. Creating a Story from a Wordless Picture Book or Picture</li></ol>
	Unit 12.4: Then and Now	<ol style="list-style-type: none"><li>1. Then and Now – Comparing Historical and Current Events</li><li>2. Debatable Issue</li></ol>
	Unit 12.5: See it My Way	<ol style="list-style-type: none"><li>1. Persuading the Principal</li><li>3. Letter to the Editor</li></ol>
	Unit 12.6: Poetic Justice	<ol style="list-style-type: none"><li>1. Poetry Analysis Project</li><li>2. Bringing Text to Life: Tableau Poetry Presentations</li><li>4. Poetry Anthology and Café</li></ol>



## TEACHING AND LEARNING PROCESS

In order to comprehend the English theoretical framework, this section provides a critical review and analysis of the literature. There are some aspects that are considered in this part. First of all, the teaching and learning principles are taken into consideration. There are also many significant theorists relevant to the present, such as Vygotsky (1978), who states the understanding of human cognition and learning as social and cultural rather than individual phenomena, Krashen (1988) and Brown and Palinscar (1982) who expose the learning strategies which involve thinking, planning, monitor, and self-evaluation in the language learning which are discussed in this section.

Other aspects that are considered in this section are the examination of literature related to language learning strategies. This part begins with the review of literature that is divided into seven sections. The first section defines and examines the principles of teaching and learning. The second section examines the approaches for language learning. The third section examines language acquisition strategies and methodologies. The fourth section considers the teaching styles and techniques. The fifth section looks at subject and technology integration. The sixth section studies the differentiated instruction strategies. The seventh section considers the Depth of Knowledge. The last section of this part considers the Multiple Intelligence Theory.

### Language Learning Strategies

The word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war. The hostile meaning of *strategia* has fortunately fallen away, but the control and goal directedness remain in the modern version of the word (Oxford, 2003).

Over the past decades, a huge amount of studies have investigated successful and effective strategies of language learning used by ESL (English as a Second Language) and EFL (English as a Foreign Language) learners. Learning strategy is generally defined as “the special thoughts or behaviors that individuals use to help learners comprehend, learn, or retain new information” (O’Malley & Chamot, 1995). In the field of second and foreign language acquisition, researchers have examined how language learners contribute cognitively and psychologically to learning a language; how language learners learn, comprehend, and store language, and retrieve it for use. Chamot and O’Malley (1990) draw attention to language learning strategies as the “mental process” of dealing with language information, and the “thoughts” involved in the cognitive activity. Strategies are ways that students use to acquire English as a second language on their own. These are behaviors and thoughts that a learner engages in during learning, which are intended to influence the learner’s encoding process. Mayer (1988) also had defined language strategies more specifically as behavioral ways of a learner that are planned to impact how the learner processes information.



One of the earliest studies in this field was done by Rubin (1975) in which strategies is defined as the techniques or devices which a learner may use to acquire knowledge. He concluded that successful language learners had a strong desire to communicate, were willing to guess when unsure, and were not afraid of being wrong or appearing irrational. This did not indicate that they did not care about correctness, however: good language learners also paid special interest to form and meaning in their language (Griffiths, 2004). Moreover, good language learners practice and monitor their own language and the language of those around them.

Rubin's research set the background of language learning strategies that began in the 1960s. Rubin (1975) classified strategies in terms of processes contributing directly or indirectly to language learning. The focal point of education research changed from behavior theory to cognitive theory in the 1950s-1960s, learning became knowledge acquisition. In cognitive theory, the learner becomes a processor of information. As cognitive theory matured during the 1970s and 1980s, the main focus became learning as knowledge construction.

Many researchers have attempted to give definitions to "learning strategy." Wenden and Rubin (1987) also defined learning strategies as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information" (p. 19). Richards and Platt (1992) stated that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information" (p. 209). More specifically, they are techniques or devices involved in the "processing, storage, and retrieval of language" (Brown, 1987, p. 91).

Chamot and Kupper (1989) also defined learning strategies as "techniques which students use to comprehend, store, and remember new information and skills. What a student thinks and how a student acts in order to learn comprise the non-observable and observable aspects of learning strategies (p. 13). In 1989 Oxford and Nyikos defined learning strategies as "operations used by learners to aid the acquisition, storage, and retrieval of information" (p.291). Then in 1992 Stern states "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques" (p. 261).

Thompson and Rubin (1993) conducted a research on how to improve L2 students' learning strategies. In this investigation they found out that attempts to teach students to use learning strategies (called strategy training or learner training) have produced good results. The researchers assert that with the use of these successful strategies (metacognitive, cognitive, and social strategies),



students acquired language effectively. They call these students good language learners. Language learning strategies are behaviors of a learner that are intended to influence how the learner processes information (Weinstein & Mayer, 1988 as cited in Lessard-Clouston, 1997).

The importance of language learning strategies for students is that they can affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or interacts with new knowledge (Weinstein & Mayer, 1986). According to Oxford (1990), the language learner can benefit from strategy training that seeks to encourage greater responsibility and self-direction in the learner.

### Principles of Teaching and Learning Processes

Most teachers maintain a strong sense of commitment to teaching and learning, in spite of the amount of work pressures and often annoying external requirements. Many work diligently to improve the effectiveness of their practices, for instance through classroom task analysis and other thoughtful activities. From this perspective, the role of the Department of Education of Puerto Rico's policy is to provide guidance, resources and accountability to support high quality teaching and learning. Educational research complements it by using careful description and analysis to offer insights and new knowledge about educational processes and outcomes. Thus, it is very important to identify those principles which are of great importance in achieving high quality teaching and learning. Tiberius and Tipping (1990) state there is a study that reported the principles of good practice and powerful forces in education which has been obtained from fifty years of research on teaching and learning in higher education. The study is: "Twelve Principles of Effective Teaching and Learning for Which There Is Substantial Empirical Support" conducted by the University of Toronto.

The first aspect to consider, in order to accomplish, high quality teaching and learning is that effective teaching and learning equips learners for life in its comprehensive sense. Learning should aim to help individuals and groups to develop the intellectual, personal, and social resources that will enable them to participate as active citizens, contribute to economic development, and become functional individuals in a diverse and changing society. This means expanding ideas of valuable learning outcomes and taking seriously issues of equity and social justice for every human being.

Second, high quality teaching and learning process must engage students with valued forms of knowledge. This process should engage learners with the big ideas, key processes, modes of discourse, and narratives of subjects, so that they understand what constitutes quality and standards in particular domains.

The third aspect that must be considered is to recognize the importance of prior experience and learning. Teaching and learning should take into account what



the learner knows already in order to plan the next steps. This includes building on prior learning but also taking into account the personal and cultural experiences of different groups of learners.

The fourth aspect to take into consideration is that high quality teaching and learning requires teachers to scaffold learning. Teachers should provide activities and the construction of intellectual, social, and emotional support to help learners to move forward in their learning, so that when the student uses these experiences outside the classroom they feel secure and supported.

The fifth aspect to consider is that this process needs assessment to be congruent with learning. Assessment should be designed and implemented with the objective of accomplishing maximum validity both in terms of learning outcomes and learning processes. It should help to improve learning as well as to determine whether learning has occurred.

The sixth element to take into consideration is to promote the active engagement of the learner. The main goal of teaching and learning should be the promotion of learners' independence and self-sufficiency. This involves acquiring a range of learning strategies and practices, developing positive learning dispositions, and having the will and confidence to become agents in their own learning.

The seventh element to consider is to foster both individual and social processes and outcomes. Learners should be encouraged and helped to build relationships and communication with others for learning purposes, to assist the mutual construction of knowledge and enhance the achievements of individuals and groups. Consulting learners about their learning and giving them a voice is both an expectation and a right.

The Department of Education of Puerto Rico expresses in its Puerto Rico Core Standards for teachers to prepare students to be College and Career Ready (CCR). It also identifies what students are expected to master by the end of twelfth grade. These principles must be considered in order to help educators to be rigorous in the teaching and learning process in order to comply with what is expected.

## Teaching Approaches

The Department of Education English Program is delineated in the teaching of the language with scientific based approaches that allow the teacher to plan with the purpose of satisfying linguistic needs, intellectual abilities, and diverse students learning styles. The following approaches are to be used effectively:

<b>Approaches</b>	<b>Description</b>
<b>Balanced Literacy Approach</b>	Contains components necessary for students to master written and oral communication. It includes teaching phonics, grammar skills, reading, comprehension strategies, and writing forms and skills.
<b>Language Experience Approach</b>	Used for early reading development with language learners. Students learn to read from their own experiences.
<b>Natural Approach</b>	Fosters communication to acquire meaningful knowledge.
<b>Communicative Approach</b>	Development of three stages: pre-communicative, quasi-communicative and communicative.
<b>Functional-Notional Approach</b>	Use of real and appropriate language for communication.
<b>Total Physical Response (TPR)</b>	Use of commands, repetition and vocabulary enrichment.
<b>Project and Problem Based Learning</b>	Students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge.

## Acquisition of English as a Process: Constructivist Approach Overview

Approach refers to the beliefs and theories about language, language learning and teaching that underlie a method. Pedagogic approaches are typically informed by both a theory of language and a theory of language learning.



In the constructivist approach, the learner is an active constructor of knowledge and this is one of the most important tenets of second language acquisition. The basic belief of the constructivist teaching considers learning as an active and subjective process for the construction of meanings and knowledge. It therefore emphasizes the action of the learner as an active constructor and not a passive reproducer of externally transmitted information (Chun & Plass, 2000; Mandl & Reinmann-Rothmeier, 1998 as cited in Wai-Meng, 2006). Educators cannot therefore hope to directly transfer their knowledge to students and expect their students' minds to become a second collection of the same knowledge. Teaching practices should instead seek methods to activate learners and to support the construction of meaningful new knowledge on the basis of their existing cognitive structures (Perkins, 1992). It is also important to help students develop skills to engage in independent learning, for which competence in metacognition and learning strategies are of great importance (Bednar, Cunningham, Duffy & Perry, 1992). Second language acquisition research has shown that learners' attitudes, their motivation and the degree of their involvement in the learning process play a major role in and are extremely important for the learners' success in improving their second language skills (Celce Murcia, 2001; Brown, 2000; Lightbown & Spada, 1999; Ellis, 1997, 1994; Barasch & Vaughn James, 1994; Krashen, 1987, 1982 as cited Wai-Meng, 2006).

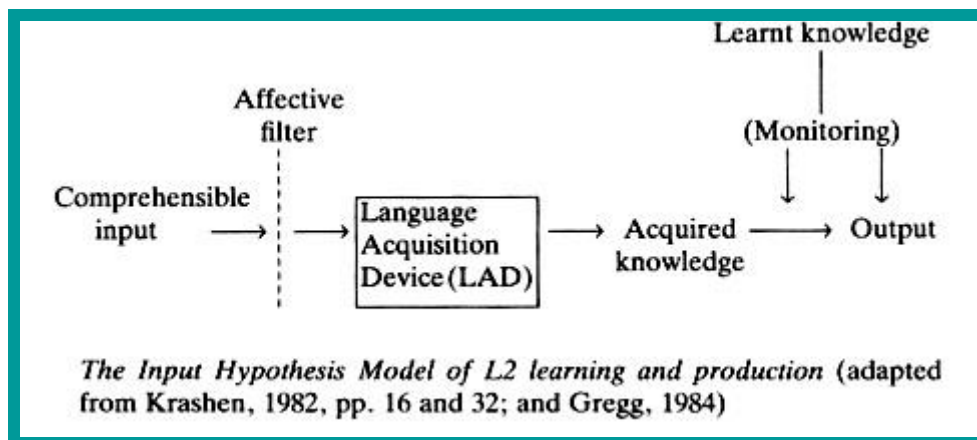
Exposure to (i.e. input of) authentic, learner-centered communication in the target language has been identified as important factors for successful second language (L2) acquisition (Krashen, 1988). Success in L2 learning seems to be achieved when the L2 learner demonstrates a positive attitude towards the first language and culture as well as the second language. Success is also achieved when the learner is highly motivated and involved in the learning process, focusing on meaning and communication within the group. Successful L2 learning occurs in a social context free of threats and full of opportunities for L2 learners to practice using the language in meaningful situations.

The aspects that are the most part incorporated in Stephen Krashen's Second Language Acquisition Theory, consists of a number of hypotheses concerning (a) the distinction between L2 acquisition (subconscious) and L2 learning (conscious); (b) the Monitor which is active in L2 learning, yet not part of L2 acquisition; (c) the Natural Order in which language rules are acquired in a predictable or "natural" way; (d) the Input hypothesis which stresses the importance that the learner comprehends target language input (through listening and reading) and that the input be slightly beyond the learner's current L2 level ( $i + 1$ ). This caveat is necessary so that the learning situation is challenging enough to keep the L2 learner interested and cognitively active. Lastly yet certainly not least is (e) the Affective Filter





hypothesis. The hypothesis emphasizes that successful L2 learning environments must be free from stress and anxiety. It must be reassuring while respecting the L2 learner's desire to learn and acquire the target language. For a conceptualization of Krashen's L2 Acquisition Theory, see Figure 1 below.



Cook (1993) as cited on 2015 in  
[http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm`](http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm)

Michael Long (1996 as cited in Departamento de Educación de Puerto Rico, 2003) takes this acquisition model one step further when he emphasizes the pivotal role of interaction and input in the L2 acquisition process. According to Long, conversation and other forms of interactive communication is the key to success in acquiring linguistic rules in the target language. Brown (2000 as cited in Departamento de Educación de Puerto Rico, 2003) points out that through “the curriculum ... principles of awareness, autonomy, and authenticity lead the learner into Vygotsky’s (1978 as cited in Departamento de Educación de Puerto Rico, 2003) zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction” (p. 287).

### Application of the Constructivist Approach to L2 Teaching and Learning

From a constructivist view of teaching and learning, knowledge and meaning are not imparted by the teacher to the students, but rather created collectively by learners and teachers. Together, they might use a variety of approaches and methods as well as authentic materials that they may have created and written, in part, themselves. The learning and teaching is learner-centered and students learn how to learn. Some of these approaches reflect Paolo Freire’s participatory approach and the whole language approach, to name just these two in this section. Jack Richards and Rodgers (2001) points out that:





*constructivists emphasize that learning involves active construction and testing of one's own representation of the world and accommodation of it to one's personal conceptual framework. All learning is seen to involve relearning and reorganization of one's previous understanding and representation of knowledge. (Roberts 1998, p. 23 in Richards, p. 117)*

According to Lugo & Medina (2003 as cited in *Departamento de Educación de Puerto Rico*, 2003) “students should be taught from a contextualized approach and the content of study should reflect the student’s environment and pertinent reality” (p.11).

In terms of L2 teaching and learning in Puerto Rico, the constructivist approach translates into an anxiety free classroom atmosphere where the target language, English, is used to communicate among a group of L2 learners and the teacher as a facilitator for genuine communication. Authentic language material is used, reflecting the L2 learners’ values and interests, material that was developed and designed for these learners and with these learners in mind. Some of the materials may be created by the learners to increase their interest and involvement as well as their linguistic level. Cooperative and small group work is encouraged and learning is reinforced through constructive feedback from peers and the teacher. Communicative language teaching and project-based learning are emphasized and individual learner’s strengths are used to assist others in their learning (Vygotsky, 1978).

Whenever possible, classroom work is enriched and complemented with voluntary, challenging extra-curricular activities that respond to students’ interests and talents and where students are “immersed” in the L2 language experience. The learners’ different learning strategies and multiple intelligences are taken into consideration and addressed as well as further developed through a variety of teaching techniques and activities and appropriate materials.

Above all, English as a second language has to be taught “in a socio-linguistically non-threatening environment, recognizing, and reassuring the L2 learners and their parents that Spanish is and will be the students’ vernacular.

Language learning should be an enriching experience, broadening our minds and enabling us to meet the ever increasing professional demands in a global world” (Buhring 1999).



## Theoretical L2 Approaches and Methods

There are four general modern second-language methods and approaches orientations given by Mora (2014):

1. **Structural/Linguistic:** Based on beliefs about the structure of language and descriptive or contrastive linguistics. Involves isolation of grammatical and syntactic elements of L2 taught either deductively or inductively in a predetermined sequence. Often involves much meta-linguistic content or “learning about the language” in order to learn the language.
2. **Cognitive:** Based on theories of learning applied specifically to second language learning. Focus is on the learning strategies that are compatible with the learner’s own style. L2 content is selected according to concepts and techniques that facilitate generalizations about the language, memorization and “competence” leading to “performance”.
3. **Affective/Interpersonal:** Focuses on the psychological and affective pre-dispositions of the learner that enhance or inhibit learning. Emphasizes interaction among and between teacher and students and the atmosphere of the learning situation as well as students’ motivation for learning. Based on concepts adapted from counseling and social psychology.
4. **Functional/Communicative:** Based on theories of language acquisition, often referred to as the “natural” approach, and on the use of language for communication. Encompasses multiple aspects of the communicative act, with language structures selected according to their utility in achieving a communicative purpose. Instruction is concerned with the input students receive, comprehension of the “message” of language and student involvement at the students’ level of competence. The following ESL approaches were stated by Mora (2014), it is a helpful guide for English teachers in Puerto Rico.

## Balanced Literacy Approach

Balance Literacy Approach establishes a balance between both whole language and phonics. The elements of reading and writing are incorporated into a literacy program that aims to guide students towards proficient and lifelong readers. Spiegel has defined Balance as a “decision making approach through which the teacher makes thoughtful choices each day about the way to help each child becomes a better reader and writer.” (Spiegel,1998). Its focus is on building up student’s independence in the meaning and structure of information.



Balance Literacy provides structure and support that will enable students to acquire knowledge, skills, habits, and dispositions needed to meet or exceed standards in reading, writing listening, and speaking. Teachers should take into account the initial abilities of the learners, the instructional goals, and task of complexity. Explicit instruction is best when it proceeds cognitive development and arouses those functions that are in the process of maturing.

According to the Zone of Proximal Development (ZPD) “Instruction is most effective when the teacher identifies the zone of levels at which students can perform with some assistance and guides them to higher level of performance and then to the point of independent learning” (Vygotsky, 1978). The role of the teacher is to model, guide, and coach before students work independently through a gradual release of responsibility over time.

Components of Balance Literacy

<b>Reading:</b>	<b>Writing:</b>
<b>Read Aloud</b>	Modeled / Shared Writing
<b>Shared Reading</b>	Interactive Writing
<b>Guided Reading</b>	Independent Writing
<b>Independent Reading</b>	

### Language Experience Approach (LEA)

The Language Experience Approach (LEA), is a literacy development approach that has been used for early reading development with language learners. Although the LEA was developed primarily as a tool for reading development, this approach can be used successfully to develop listening, speaking, and writing as well. It combines all four language skills: listening, speaking, reading and writing. Working on the four language skills side by side aids fluency. This integrated approach is unique in that it begins with students’ individual or shared experiences as a basis for discussion, writing and finally reading; which makes it perfect for diverse learners. In a class with learners at different proficiency levels, the teacher can use more basic activities with the learners at lower levels while the more proficient learners work on more advanced activities individually or in groups with less teacher assistance.

As students see their personal experiences transcribed into the written word, they also gain a greater understanding of the processes of writing and reading and can make the bridge to reading and writing independently.

**Rationale:**

The rationale of LEA is that materials with familiar vocabulary and ideas are more meaningful and accessible than texts found in pre-prepared books. (Ashton Warner, S. (1963)

**Step # 1: A Shared Experience**

The LEA process begins with something the class does together, such as a field trip, an experiment, or some other hands on activity. If this is not possible, a sequence of pictures (that tell a story) can be used, as can a student describing a sequence of events from real life.

**Step # 2: Creating the Text**

Next, the teacher and students, as a group, verbally recreate the shared experience. Students take turns volunteering information as in a large-group discussion. The teacher transcribes the student's words on the board in an organized way to create the text.

**Step # 3: Read and Revise**

The class reads the story aloud and discusses it. The teacher asks if the students want to make any corrections or additions to the story. Then she marks the changes.

**Step # 4: Read and Reread**

The final story can be read in a choral or echo style, or both. Students can also read in small groups or pairs, and then individually.

**Step # 5: Extension**

This text can be used for a variety of literacy activities like illustrations or creating comprehension questions.



## The Natural Approach

The Natural Approach and the Communicative Approach share a common theoretical and philosophical base. The Natural Approach to L2 teaching is based on the following hypotheses:

**1. The *acquisition-learning distinction hypothesis***

Students can “get” a second language much as they learn their first language, through informal, implicit, subconscious learning. The conscious, explicit, formal linguistic knowledge of a language is a different and often non-essential process.

**2. The *natural order of acquisition hypothesis***

L2 learners acquire forms in a predictable order. This order very closely parallels the acquisition of grammatical and syntactic structures in the first language.

**3. The *monitor hypothesis***

Fluency in L2 comes from the acquisition process. Learning produces a “monitoring” or editor of performance. The application of the monitor function requires *time, focus on form and knowledge of the rule*.

**4. The *input hypothesis***

Language is acquired through comprehensible input. If an L2 learner is at a certain stage in language acquisition and he/she understands something that includes a structure at the next stage, this helps him/her to acquire that structure. Thus, the *i+1* concept, where *i* = the stage of acquisition.

**5. The *affective hypothesis***

People with certain personalities and certain motivations perform better in L2 acquisition. Learners with high self-esteem and high levels of self-confidence acquire L2 faster. Also, certain low-anxiety pleasant situations are more conducive to L2 acquisition.

**6. The *filter hypothesis***

There exists an affective filter or “mental block” that can prevent input from “getting in.” Pedagogically, the more that is done to lower the filter, the more acquisition can take place. A low filter is achieved through low-anxiety, relaxation, and non-defensiveness.

**7. The *aptitude hypothesis***

There is such a thing as a language learning aptitude. This aptitude can be measured and is highly correlated with general learning aptitude. However, aptitude relates more to *learning* while attitude relates more to *acquisition*.

**8. The *first language hypothesis***

The L2 learner will naturally substitute competence in L1 for competence in L2. Learners should not be forced to use the L1 to generate L2 performance. A silent period and insertion of L1 into L2 utterances should be expected and tolerated.



### 9. The *textual hypothesis*

The event-structures of experience are textual in nature and will be easier to produce, understand, and recall to the extent that discourse or text is motivated and structured episodically. Consequently, L2 teaching materials are more successful when they incorporate principles of good story writing along with sound linguistic analysis.

### 10. The *expectancy hypothesis*

Discourse has a type of “cognitive momentum.” The activation of correct expectancies will enhance the processing of textual structures. Consequently, L2 learners must be guided to develop the sort of native-speaker “intuitions” that make discourse predictable.

The **Natural Approach** is designed to develop basic communication skills. The development stages are: (1) Comprehension (preproduction), (2) Early Production, and (3) Speech Emergence. This approach to teaching language has been proven to be particularly effective with limited English proficient students.

### Stage I Comprehension

In order to maximize opportunities for comprehension experiences, Natural Approach instructors must: (1) create activities designed to teach students to recognize the meaning in words used in meaningful contexts, and (2) teach students to guess at the meaning of phrases without knowing all of the words and structures of the sentences.

1. Always Use Visual Aids (pictures, realia, gestures).
2. Modify Your Speech to aid comprehension, speak more slowly, emphasize key words, simplify vocabulary and grammar, use related ideas, do not talk out of context.
3. Do Not Force Production. Students will use English when they are ready. They sometimes experience a “silent period” which can last days or weeks.
4. Focus Attention on Key Vocabulary.

### Stage 2 Early Speech

In non-threatening environments, students move voluntarily into Stage 2. Stage 2 begins when students begin using English words to give:

1. yes/no answers
2. one-word answers
3. lists of words
4. two word strings and short phrases



During the Early Speech Stage, the instructor must give a meaningful and understandable input, which will encourage the transition to Stage 3. Therefore all student responses should be expanded if possible.

### Stage 3 Speech Emergence

In the Speech Emergence Stage, speech production will normally improve in both quantity and quality. The sentences that the students produce become longer, more complex and they use a wider range of vocabulary. Finally, the number of errors will slowly decrease.

Students need to be given the opportunity to use oral and written language whenever possible. When they reach the stage in which speech is emerging beyond the two-word stage, there are many sorts of activities, which will foster more comprehension and speech. Some suggestions are:

1. preference ranking
2. games of all sorts
3. problem-solving using charts, tables graphs, maps
4. advertisements and signs
5. group discussion
6. skits (finger plays, flannel boards, puppets)
7. music, radio, television, film strips, slides
8. writing exercises (especially Language Experience Approach)
9. reading
10. culture

In general, we may classify language acquisition activities as those in which the focus is on the message, i.e., meaning. These may be of four types:

1. content (culture, subject matter, new information, reading)
2. affective-humanistic (student's own ideas, opinions, experiences)
3. games (focus on using language to participate in the game)
4. problem-solving (focus on using language to locate information)

### The Communicative Approach

Communicative competence is the progressive acquisition of the ability to use a language to achieve one's communicative purpose. Communicative competence involves the negotiation of meaning between two or more persons sharing the same symbolic system. It applies to both spoken and written language. It is context specific based on the situation, the role of the participants and the appropriate choices of register and style. For example: The variation of language used by persons in different jobs or professions can be either formal or informal. The use of jargon or slang may or may not be appropriate.





Communicative competence represents a shift in focus from the grammatical to the communicative properties of the language; i.e. the functions of language and the process of discourse. It requires the mastery of the production and comprehension of communicative acts or speech acts that are relevant to the needs of the L2 learner.

### Characteristics of the Communicative Classroom

1. The classroom is devoted primarily to activities that foster acquisition of L2. Learning activities involving practice and drill are assigned as homework.
2. The instructor does not correct speech errors directly.
3. Students are allowed to respond in the target language, their native language, or a mixture of the two.
4. The focus of all learning and speaking activities is on the interchange of a message that the acquirer understands and wishes to transmit, i.e. meaningful communication.
5. The students receive comprehensible input in a low-anxiety environment and are personally involved in class activities. Comprehensible input has the following major components:
  - a. a context
  - b. gestures and other body language cues
  - c. a message to be comprehended
  - d. a knowledge of the meaning of key lexical items in the utterance

### Stages of language acquisition in the communicative approach

1. Comprehension or pre-production
  - a. Total physical response
  - b. Answer with names—objects, students, and pictures
2. Early speech production
  - a. Yes-no questions
  - b. Either-or questions
  - c. Single/two-word answers
  - d. Open-ended questions
  - e. Open dialogs
  - f. Interviews
3. Speech emerges
  - a. Games and recreational activities
  - b. Content activities
  - c. Humanistic-affective activities
  - d. Information-problem-solving activities





## Functional-Notional Approach

Finocchiaro and Brumfit (1983) state that this method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors:

1. the functions
2. the elements in the situation
3. the topic being discussed

A situation may affect variations of language such as the use of dialects, the formality or informality of the language and the mode of expression. It includes the following elements:

1. The persons taking part in the speech act
2. The place where the conversation occurs
3. The time the speech act is taking place
4. The topic or activity that is being discussed

Exponents are the language utterances or statements that stem from the function, the situation and the topic.

Code is the shared language of a community of speakers.

Code switching is a change or switch in code during the speech act, which many theorists believe is purposeful behavior to convey bonding, language prestige or other elements of interpersonal relations between the speakers.

## Functional Categories of Language

Mary Finocchiaro (1983, p. 65-66) has placed the functional categories under five headings as noted below: *personal*, *interpersonal*, *directive*, *referential*, and *imaginative*.

***Personal***: clarifying or arranging one's ideas; expressing one's thoughts or feelings: love, joy, pleasure, happiness, surprise, likes, satisfaction, dislikes, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, moral, intellectual and social concerns; and the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth.



**Interpersonal:** enabling us to establish and maintain desirable social and working relationships: Enabling us to establish and maintain desirable social and working relationships:

1. greetings and leave takings
2. introducing people to others
3. identifying oneself to others
4. expressing joy at another's success
5. expressing concern for other people's welfare
6. extending and accepting invitations
7. refusing invitations politely or making alternative arrangements
8. making appointments for meetings
9. breaking appointments politely and arranging another mutually convenient time
10. apologizing
11. excusing oneself and accepting excuses for not meeting commitments
12. indicating agreement or disagreement
13. interrupting another speaker politely
14. changing an embarrassing subject
15. receiving visitors and paying visits to others
16. offering food or drinks and accepting or declining politely
17. sharing wishes, hopes, desires, problems
18. making promises and committing oneself to some action
19. complimenting someone
20. making excuses
21. expressing and acknowledging gratitude

**Directive:** Attempting to influence the actions of others; accepting or refusing direction:

1. making suggestions in which the speaker is included
2. making requests; making suggestions
3. refusing to accept a suggestion or a request but offering an alternative
4. persuading someone to change his point of view
5. requesting and granting permission
6. asking for help and responding to a plea for help
7. forbidding someone to do something; issuing a command
8. giving and responding to instructions
9. warning someone
10. discouraging someone from pursuing a course of action
11. establishing guidelines and deadlines for the completion of actions
12. asking for directions or instructions

**Referential:** talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking *about* language what is termed the *metalinguistic function*: = talking or reporting about things, actions, events, or



people in the environment in the past or in the future; talking *about* language (what is termed the metalinguistic function):

1. identifying items or people in the classroom, the school the home, the community
2. asking for a description of someone or something
3. defining something or a language item or asking for a definition
4. paraphrasing, summarizing, or translating (L1 to L2 or vice versa)
5. explaining or asking for explanations of how something works
6. comparing or contrasting things
7. discussing possibilities, probabilities, or capabilities of doing something
8. requesting or reporting facts about events or actions
9. evaluating the results of an action or event

**Imaginative:** Discussions involving elements of creativity and artistic expression

1. discussing a poem, a story, a piece of music, a play, a painting, a film, a TV program, etc.
2. expanding ideas suggested by other or by a piece of literature or reading material
3. creating rhymes, poetry, stories or plays
4. recombining familiar dialogs or passages creatively
5. suggesting original beginnings or endings to dialogs or stories
6. solving problems or mysteries

### Total Physical Response (TPR)

James J. Asher (1979) defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation.

The basic tenets are:

- Understanding the spoken language before developing the skills of speaking.
- Imperatives are the main structures to transfer or communicate information.
- The student is not forced to speak, but he or she is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.



## Technique

### Step 1:

The teacher says the command while performing the action.

### Step 2:

The teacher says the command as both the teacher and the student perform the action.

### Step 3:

The teacher says the command but only students perform the action.

### Step 4:

The teacher tells one student at a time to do the command.

### Step 5:

The roles of teacher and student are reversed. Students give commands to teacher and to other students.

### Step 6:

The teacher and student allow for command expansion or produces new sentences.

## Project and Problem Based Learning

In project-based learning, students tackle a local problem. Some schools call this problem-based learning or place-based learning. According to Chard (1998), planning project-based curriculum involves three steps:

1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources.
2. The teacher finds out what the students already know and helps them generate questions to explore. The teacher also provides resources for students and opportunities to work in the field.
3. Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project.

Studies of project-based programs show that students go far beyond the minimum effort, make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism (Curtis, 2002).



## TEACHING STRATEGIES

### Listening Strategies

#### Visual Aids

Visual aids such as photographs, drawing, posters, and videos provide an opportunity for students to explore known images as well as to develop new mental images to discuss in the context of previewing text and setting the purpose for learning.

#### Realia

Realia is using real objects and materials to explicitly demonstrate a concept that is abstract. Students can then relate the instruction to real life experiences and prior knowledge.

#### Manipulative Materials

Hands-on activities and materials build background and context. Manipulative may include gestures, body language, and supportive speech patterns.

#### Repetition and Oral Routines

Repetition helps build vocabulary as students are provided ample time to hear correct pronunciation and time to practice words.

#### Small-Group Discussions

Discussing learned concepts provides time for students to have adequate practice peaking the language in a controlled, safe environment.

#### Role Playing

Role playing is a simulation technique that enables the student to practice language and behavioral skills in a safe-environment that is motivating and relevant to the age of the learner.

## Reading Strategies

### Making Connections

Making connections begins with activating prior knowledge in order for the reader to connect to the topic, theme, characters, or situation. There are three types of connections:

- Text-to-self
- Text-to-text
- Text-to-world

### Questioning

Questioning is the strategy a reader uses to clarify understanding, question the author, establish a response, and build meaning throughout a piece of text. Questions help move reading along as the reader searches for the answer to their own questions.

### Visualizing

Creating pictures as a reader progresses through text supports bringing life to the words on the page. Visualizing is most often described as creating mental images.

### Making Inferences

Making inferences is the strategy of using text clues with prior knowledge to comprehend and underlying idea or theme. This strategy is most often known as reading between the lines.

### Determining Importance

Determining importance is more than reading for details. As a reader thinks through the text, relevance is determined as the reader evaluates the text in order to make the decision of what has to be retained based on the purpose set for reading.

### Synthesizing Information

Synthesizing is the strategy that enables readers to change their thinking after reading further into a piece of text or reading several different texts. Synthesizing is a process of creating new meaning by combining new information with prior knowledge.



## Writing Forms And Strategies

### Six Traits

Six traits is the writing approach based on the premise that students who learn to “read” their own writing gain the devices to revise with a purpose and edit with focus. The six traits are as follow:

- Ideas: information to support writing
- Organization: The structure of the writing
- Voice: The writer’s personality and individuality
- Word Choice: The task of selecting words that fit the audience, topic, and purpose
- Sentence Fluency: The sound and rhythm of language created by the way sentences are woven together and the effects of tone and voice.
- Conventions, spelling grammar and usage, capitalization, punctuation, and presentation.

### Writer’s Workshop

Writer’s workshop builds a student’s fluency in writing though systematic, continuous exposure to the writing process. This is an interdisciplinary writing technique. The process can begin at the elementary grade level and continue to develop throughout high school.

### Descriptive Writing

Descriptive writing is a style of writing that describes a person, place or thing in such a way that a picture is formed in the readers mind, capturing an event that attracts close attention to details by using all of the five senses.

- Paragraph
- Essays
- Poetry
- Biographies
- Dairy

### Writing Process

While the writing process may be different for each person and for each particular assignment, follow the general work flow of pre-writing, organizing, and revising. Common Writing Assignments require: pre-writing (invention), developing research questions and outlines, composing thesis statements, and proofreading.

The writing process—prewriting, drafting, revising and editing, rewriting, publishing—mirrors the way proficient writers write. In using the writing process, your students will be able to break writing into manageable chunks and focus on producing quality material. The final stage, publishing, ensures that students



have an audience. Students can even coach each other during various stages of the process for further emphasis on audience and greater collaboration during editing.

Studies show that students who learn the writing process score better on state writing tests than those who receive only specific instruction in the skills assessed on the test. This type of authentic writing produces lifelong learners and allows students to apply their writing skills to all subjects.

## Differentiated Instruction

Teaching is a process of interacting between the learner and the teacher. It is the process of engaging students in activities that will enable them to acquire the knowledge, skills, as well as worthwhile values and attitudes. Therefore, purpose of the teaching strategies is to help students develop English as a second language. The University of California (2005) states that using these teaching styles as a tool, for beginning teachers, their mentors, and facilitators, reflect, and observe classroom instruction with students' language development and content learning in mind. District teachers, mentors, and facilitators may use these teaching strategies to identify good teaching skills that help with lesson plans to make them accessible to all of the students. They have established a series of effective teaching strategies to help teachers during their teaching experience.

### Differentiated Instruction Strategies

Carol Anne Tomlinson's Book: *The Differentiated Classroom; Responding to the Needs of all learners 2<sup>nd</sup> Edition (2014)* and ASCD's video tape kit *Differentiating Instruction (VT 7600)* list the following additional strategies for differentiating learning in a mixed ability classroom.

Consequently, essential curricula goals may be similar for all students. Methodologies employed in a classroom must be varied to suit to the individual needs of all children learning must be differentiated to be effective.

Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning.





## Four Ways to Differentiate Instruction:

Differentiation can occur in the content, process, product or environment in the classroom.

### 1. Differentiating the Content/Topic

Content can be described as the knowledge, skills and attitudes we want children to learn. Differentiating content requires that students are pre-tested so the teacher can identify the students who do not require direct instruction. Students demonstrating understanding of the concept can skip the instruction step and proceed to apply the concepts to the task of solving a problem. This strategy is often referred to as compacting the curriculum. Another way to differentiate content is simply to permit the apt student to accelerate their rate of progress. They can work ahead independently on some projects, i.e. they cover the content faster than their peers.

### 2. Differentiating the Process/Activities

Differentiating the processes means varying learning activities or strategies to provide appropriate methods for students to explore the concepts. It is important to give students alternative paths to manipulate the ideas embedded within the concept. For example students may use graphic organizers, maps, diagrams or charts to display their comprehension of concepts covered. Varying the complexity of the graphic organizer can very effectively facilitate differing levels of cognitive processing for students of differing ability.

### 3. Differentiating the Product (Desired Results)

Differentiating the product means varying the complexity of the product (<http://www.rogertaylor.com/reference/Product-Grid.pdf>) that students create to demonstrate mastery of the concepts. Students working below grade level may have reduced performance expectations, while students above grade level may be asked to produce work that requires more complex or more advanced thinking. There are many sources of alternative product ideas available to teachers. However sometimes it is motivating for students to be offered choice of product.

### 4. Differentiating by Manipulating the Environment or Through Accommodating Individual Learning Styles

There has been a great deal of work on learning styles over the last 2 decades. Dunn and Dunn (<http://www.learningstyles.net/>) focused on manipulating the school environment at about the same time as Joseph Renzulli recommended



varying teaching strategies. Howard Gardner identified individual talents or aptitudes in his Multiple Intelligences theories. Based on the works of Jung, the Myers-Briggs Type Indicator (<http://partners.mce.be/wbt/mbti/personal.htm>) and Kersley's Temperament Sorter focused on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment. The work of David Kolb and Anthony Gregorc's Type Delineator follows a similar but more simplified approach.

## The Strategies:

### Readiness / Ability

Teachers can use a variety of assessments to determine a student's ability or readiness. Also, to learn new concepts students may be generally working below or above grade level or they may simply be missing necessary prerequisite skills.

However, readiness is constantly changing and as readiness changes it is important that students be permitted to move between different groups (see flexible grouping). Activities for each group are often differentiated by complexity. Students whose understanding is below grade level will work at tasks inherently less complex than those attempted by more advanced students. Those students whose reading level is below grade level will benefit by reading with a buddy or listening to stories/instructions using a tape recorder so that they receive information verbally.

Varying the level of questioning (and consequent thinking skills) and compacting the curriculum are useful strategies for accommodating differences in ability or readiness.

### Adjusting Questions

During large group discussion activities, teachers direct the higher level questions to the students who can handle them and adjust questions accordingly for student with greater needs. All students are answering important questions that require them to think but the questions are targeted towards the student's ability or readiness level.

An easy tool for accomplishing this is to put posters on the classroom walls with key words that identify the varying levels of thinking. For example I used to put 6 posters on my walls (based on Bloom's taxonomy) one for Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. These were useful cues for me when conducting class discussions and useful for my students when they were required to develop their own research questions. Different students may be referred to different posters at certain times depending on ability, readiness or assignment requirements.



With written quizzes the teacher may assign specific questions for each group of students. They all answer the same number of questions but the complexity required varies from group to group. However, the option to go beyond minimal requirements can be available for any or all students who demonstrate that they require an additional challenge for their level.

### Compacting Curriculum

Compacting the curriculum means assessing a student's knowledge, skills and attitudes and providing alternative activities for the student who has already mastered curriculum content. This can be achieved by pre-testing basic concepts or using performance assessment methods. Students who demonstrate that they do not require instruction move on to tiered problem solving activities while others receive instruction.

### Tiered Assignments

Tiered activities are a series of related tasks of varying complexity. All of these activities relate to essential understanding and key skills that students need to acquire. Teachers assign the activities as alternative ways of reaching the same goals taking into account individual student needs.

### Acceleration/Deceleration

Accelerating or decelerating the pace that students move through curriculum is another method of differentiating instruction. Students demonstrating a high level of competence can work through the curriculum at a faster pace. Students experiencing difficulties may need adjusted activities that allow for a slower pace in order to experience success.

### Flexible Grouping

As student performance will vary it is important to permit movement between groups. Student's readiness varies depending on personal talents and interests, so we must remain open to the concept that ***a student may be below grade level in one subject at the same time as being above grade level in another subject.***

Flexible grouping allows students to be appropriately challenged and avoids labeling a student's readiness as static. Students should not be kept in a static group for any particular subjects as their learning will probably accelerate from time to time.

Even highly talented students can benefit from flexible grouping. Often they benefit from work with intellectual peers, while occasionally in another



group they can experience being a leader. In either case peer-teaching is a valuable strategy for group-work.

### Peer Teaching

Occasionally a student may have personal needs that require one-on-one instruction that go beyond the needs of his or her peers. After receiving this extra instruction the student could be designated as the "resident expert" for that concept or skill and can get valuable practice by being given the opportunity to re-teach the concept to peers. In these circumstances both students benefit.

### Learning Profiles/Styles

Another filter for assigning students to tasks is by learning style, such as adjusting preferred environment (quiet, lower lighting, formal/casual seating etc.) or learning modality: auditory (learns best by hearing information) visual (learns best through seeing information in charts or pictures) or kinesthetic preferences (learns best by using concrete examples, or may need to move around while learning) or through personal interests. Since student motivation is also a unique element in learning, understanding individual learning styles and interests will permit teachers to apply appropriate strategies for developing intrinsic motivational techniques.

### Student Interest

Interest surveys are often used for determining student interest. Brainstorming for subtopics within a curriculum concept and using semantic webbing to explore interesting facets of the concept is another effective tool. This is also an effective way of teaching students how to focus on a manageable subtopic. Mindmanager (<http://Mindjet.com>) and Inspiration are two very useful software applications that can facilitate the teacher in guiding students through exploring a concept and focusing on manageable and personally interesting subtopics.

### Reading Buddies

This strategy is particularly useful for younger students and/or students with reading difficulties. Children get additional practice and experience reading away from the teacher as they develop fluency and comprehension. It is important that students read with a specific purpose in mind and then have an opportunity to discuss what was read. It is not necessary for reading buddies to always be at the same reading level. Students with varying word recognition, word analysis and comprehension



skills can help each other be more successful. Adjusted follow up tasks are also assigned based on readiness level.

### **Independent Study Projects**

Independent Study is a research project where students learn how to develop the skills for independent learning. The degree of help and structure will vary between students and depend on their ability to manage ideas, time and productivity. A modification of the independent study is the buddy-study.

### **Buddy-Studies**

A buddy-study permits two or three students to work together on a project. The expectation is that all may share the research and analysis/organization of information but each student must complete an individual product to demonstrate learning that has taken place and be accountable for their own planning, time management and individual accomplishment

### **Learning Contracts**

A learning contract is a written agreement between teacher and student that will result in students working independently. The contract helps students to set daily and weekly work goals and develop management skills. It also helps the teacher to keep track of each student's progress. The actual assignments will vary according to specific student needs.

### **Learning Centers**

Learning Centers have been used by teachers for a long time and may contain both differentiated and compulsory activities. However a learning center is not necessarily differentiated unless the activities are varied by complexity taking in to account different student ability and readiness. It is important that students understand what is expected of them at the learning center and are encouraged to manage their use of time. The degree of structure that is provided will vary according to student independent work habits. At the end of each week students should be able to account for their use of time.

### **Anchoring Activities**

This may be a list of activities that a student can do to at any time when they have completed present assignments or it can be assigned for a short period at the beginning of each class as students organize themselves and prepare for work. These activities may relate to specific needs or enrichment opportunities,



including problems to solve or journals to write. They could also be part of a long-term project that a student is working on. These activities may provide the teacher with time to provide specific help and small group instruction to students requiring additional help to get started. Students can work at different paces but always have productive work they can do. Some time ago these activities may have been called seat-work, and should not be confused with busy-work. ***These activities must be worthy of a student's time and appropriate to their learning needs.***

Tomlinson also recommends tiered activities, adjusting questions, learning centers, flexible grouping, independent study and curriculum compacting as defined above.

The teacher becomes a facilitator, assessor of students and planner of activities rather than an instructor. This is what Roger Taylor called the "Guide on the Side rather than the Sage on the Stage" approach in the early 80s. It is less structured, busier and often less quiet than traditional teaching methods. However, differentiation engages students more deeply in their learning, provides for constant growth and development, and provides for a stimulating and exciting classroom.

The most significant issue relating to learning styles is the paradigm shift in education in recent years. This paradigm shift is illustrated in the way that curriculum is presently defined in the most recent programs of studies. Curriculum is no longer defined in terms of what a teacher will teach but rather in terms of what a student will be able to demonstrate. If we are to be responsible for what a child learns then it is essential that we understand what they knew at the beginning and how to move them forward from that point in a successful manner. This means we need to understand how each student learns best. It also means that we need to build on what they already know.

### Vocabulary and Language Development

Teachers introduce new concepts by discussing vocabulary words key to that concept; exploring specific academic terms that start a sequence of lessons and work them towards larger concepts in order to build the student's background knowledge.

### Guided Interaction

With this method, teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.



## **Metacognition and Authentic Assessment**

Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (*metacognition*) crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With *authentic assessments*, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.

## **Explicit Instruction**

Direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

## **Meaning-Based Context and Universal Themes**

It refers to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate.

## **Modeling, Graphic Organizers and Visuals**

The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students—and especially English language learners—easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students.





## TEACHING STYLES

English in Puerto Rico is taught as a Second Language and as a required subject matter in schools. Therefore, English teachers acquire special teaching skills to deliver academic instruction. Teachers' teaching styles should be synchronized with the learners' learning styles. It's not merely lecturing or spelling and grammar drills.

Sheikh and Mahmood (2014) state that teaching style is more than methodology and subject knowledge. Teaching style is a multidimensional phenomenon, which explains how a teacher presents information, interacts with the students, manages classroom tasks, supervises coursework and socializes with the students. It is the teacher's presence, nature and quality of the encounter with the students.

Teaching styles have greater impact, when a second language is taught. It also has a great impact on students' motivation and their achievement in the subject. Sheikh and Mahmood (2014) have established various teaching styles for second language learners. These teaching styles are the following:

### Expert Style

The teacher has certain knowledge and skills that students require. The teacher tries to keep status as a specialist among students by exhibiting detailed facts and figures. He/she also motivates students to enhance their competence through knowledge sharing. The teacher is generally concerned with passing on information and ensures that students are well prepared.

### Formal Authority Style

This style is teacher-centered methodology where instructors are responsible for provision and control of contents. The teacher is concerned of obtaining constructive feedback, developing learning objectives, opportunities, and rules for students.

### Facilitator Style

This is considered student-centered approach. In this style, the teacher acts as a facilitator and the students are responsible to achieve goals for different tasks. This style helps autonomous as well as two-way learning. The teachers typically devise group activities, which need active learning, student-to-student cooperation and troubleshooting.

### Delegator Style

This is also a student-centered style in which teacher passes on the control and the obligation for learning to student. The teacher is concerned with increasing students' capability to work in a self-directed fashion. In this way, the students





move autonomously on plans or as part of independent teams.

### **Role Model Style**

This type is also a teacher-oriented style where the teacher displays the skills that students should learn. This teaching methodology encourages student's involvement in class and addition of their presentation to include different learning styles. The teacher believes in teaching by personal example" and establishes a code of conduct for students how to think and behave. The teacher supervises, motivates and directs by demonstrating how to do things, cheering students to examine and then to follow "the teachers approach".



## TEACHING TECHNIQUES

Technique Implementation – which actually takes place in a classroom, is used to accomplish an immediate objective. Must be consistent with a method, and therefore in harmony with an approach as well.

### Total Physical Response

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. TPR is linked to the “trace theory” of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled.

### Comprehensive Approach in Language Teaching for TPR

1. Comprehension abilities precede productive skills in a learning a language;
2. The teaching of speaking should be delayed until comprehension skills are established;
3. Skills acquired through listening transfer to other skills;
4. Teaching should emphasize meaning rather than form; and
5. Teaching should minimize learner stress.

### The Principles of Language Teaching in TPR

1. Meaning In the target language can often be conveyed through actions.
2. Memory is activated through learner’s response.
3. Language should be presented in chunks, not just word by word.
4. The students’ understanding of the target language should be developed before speaking.
5. Language learning is more effective when it is fun.
6. Spoken language should be emphasized over written language.
7. Students are expected to make errors when they first begin speaking.

### Conducting Total Physical Response

#### 1. Procedure

- Teacher says and exemplifies action
- Teacher says and exemplifies action // students do the action
- Teacher says // students do the action
- Volunteer students say actions// other students do the action
- Introduce 'paper and pen' tasks



- Introduce more complex TPR activities (combine with songs, stories, etc.)
- Review activities from time to time, each time in a more complex way

## **2. Do**

- Use verbs in the infinitive
- Use simple sentences; make them complex little by little
- Say name of student once you have said the order
- Use taped material from time to time
- Use mime, gestures or visual material whenever you can

## **3. Don't (do)**

- Translate
- Ask your students to translate
- Use written language
- Explain grammar
- Spend more than 15 minutes with each activity (unless drawing is involved)
- Ask your students to repeat, only do as you say
- Feel embarrassed

## **4. Examples of activities**

- Listen and point
- Listen and do
- Listen and match
- Listen and draw
- Listen, do and sing
- Listen and color
- Listen and cut

## **Mimicry—Memorization**

Mimicry - Memorization method was developed first for military personnel during the Second World War. This method was successful because of high motivation, intensive practice, small classes and good models. Some basic sentences are memorized by imitation. When the basic sentences have been over-learned, the students can practice the dialogue. Then they can vary the dialogues within the material the student has already learned. Finally, the students act out the dialogue in front of peers, class, and other students.

This method is not only used for the purpose of training the students how to pronounce the words, phrases and statement correctly, but also to control the language classes. The students are expected to focus their attentions to the lessons. This method can be used to mim-mem the dialogues for all levels: elementary, junior high or high school students.



## Scaffolding

Scaffolding is a method that helps teachers provide students with individualized instruction. While engaged in scaffolding, teachers become facilitators of learning in an instructional dialogue based on flexibility. Scaffolding fosters student's individual academic growth, self-esteem, and social skills.

With scaffolding, a teacher concentrates on developing student competencies. In the classroom, the teacher explains, step-by-step, how a decision was made or a conclusion reached. This explanation often takes the form of group discussion. The discussion is a stream-of-consciousness interaction with students and teacher. Later, the instructor shifts from teacher to coach as the students take over the particular skill. The performance of the student is coached until the mastery of the skill develops. At this stage, the student role resembles that of the apprentice, working under the guidance of the instructor. Gradually, the instructor reduces support, a process known as fading. Ultimately, support is no longer needed. Scaffolding is a highly individualized approach to teaching: "Almost all classroom teachers believe that instructional approaches which are attentive to the differences among individual learners will be superior to those schemes which are oblivious of such differences" (Popham and Baker, 1970).

The objective of scaffolding is to give the student just enough support to help students achieve their current goal. Too much support can be stifling whereas in scaffolding students can learn at their own pace. The teacher is coach, facilitator, and tutor. After demonstrating and modeling a task to students, the teacher assigns the tasks, and offers feedback where necessary. When first taught, a skill might be meaningless to a student, but by the time the student has progressed through the integration of the skill in complex problems and in interaction with teachers and fellow students, an interpersonal connection results that enhances learning. The foundation of the scaffolding process is communication.

### Scaffolding Instruction Activities:

1. activating prior knowledge
2. offering a motivational context to capture student's interest or curiosity in the subject at hand
3. breaking a complex task into easier, more "double" steps to facilitate student achievement
4. showing students an example of the desired outcome before they complete the task
5. modeling the thought process for students through "think aloud" talk
6. offering hints or partial solutions to problems
7. using verbal cues to prompt student answers



8. teaching students chants or mnemonic devices to ease memorization of key facts or procedures
9. facilitating student engagement and participation
10. displaying a historical timeline to offer a context for learning
11. using graphic organizers to offer a visual framework for assimilating new information
12. teaching key vocabulary terms before reading
13. guiding the students in making predictions for what they expect will occur in a story, experiment, or other course of action
14. asking questions while reading to encourage deeper investigation of concepts
15. suggesting possible strategies for the students to use during independent practice
16. modeling an activity for the students before they are asked to complete the same or similar activity asking students to contribute with their own experiences that relate to the subject at hand

## Role-Play

There are several reasons for using role-play in the classroom and some tips for getting the most out of role-play.

1. Introduction
2. What is role-play?
3. Why use role-play?
4. Tips on successful classroom role-play
5. Bibliography

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a one-off event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful.

What is role-play? Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

Why use role-play? It is widely agreed that learning takes place when activities are engaging and memorable. Teachers make use of role-play for the following reasons:

1. It's fun and motivating
2. Quieter students get the chance to express themselves in a more forthright way



3. The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

### Collaborative Language Learning

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles. Put differently, collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. Often, collaborative learning is used as an umbrella term for a variety of approaches in education, which involve joint intellectual effort by students or students and teachers. Thus, collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. Further, collaborative learning redefines traditional student-teacher relationship in the classroom, which results in controversy over whether this paradigm is more beneficial than harmful. Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities. The approach is closely related to cooperative learning.

Collaborative Learning is a relationship among learners that requires positive interdependence (a sense of sink or swim together), individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face promotes interaction, and processing (reflecting on how well the team is functioning and how to function even better).

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs.

#### **There are many approaches to collaborative learning:**

1. Learning is an active process whereby learners assimilate the information and relate this new knowledge to a framework of prior knowledge.
2. Learning requires a challenge that opens the door for the learner to actively engage their peers, and to process and synthesize information rather than simply memorize and regurgitate it.
3. Learners' benefit when exposed to diverse viewpoints from people with varied backgrounds.



4. Learning flourishes in a social environment where conversation between learners takes place. During this intellectual gymnastics, the learner creates a framework and meaning to the discourse.
5. In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework.

Thus, in a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged.

### Four Collaborative Learning Strategies

#### 1. Think-Pair-Share:

- a. The instructor poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response. This "think-time" can be spent writing.
- b. Students then turn to a partner and share their responses.
- c. During the third step, student responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion.
- d. The caliber of discussion is enhanced by this technique, and all students have an opportunity to learn by reflection and by verbalization.

#### 2. Three-Step Interview: Common as an ice-breaker or a team-building exercise, this structure can also be used also to share information such as hypotheses or reactions to a film or article.

- a. Students form dyads; one student interviews the other.
- b. Students switch roles.
- c. The dyad links with a second dyad. This four-member learning team then discusses the information or insights gleaned from the initial paired interviews.

#### 3. Simple Jigsaw: The faculty member divides an assignment or topic into four parts with all students from each Learning Team volunteering to become "experts" on one of the parts. Expert Teams then work together to master their fourth of the material and also to discover the best way to help others learn it. All experts then reassemble in their home Learning Teams where they teach the other group members.



4. **Numbered Heads Together:** Members of learning teams usually composed of four individuals, count off: 1, 2, 3, or 4. The instructor poses a question, usually factual in nature, but requiring some higher order thinking skills. Students discuss the question, making certain that every group member knows the agreed upon answer. The instructor calls a specific number and the team members originally designated that number during the count off respond as group spokespersons. All team members have a vested interest in understanding the appropriate response because no one knows which number the teacher will call.

### Collaborative Learning Structures and Techniques

1. Three-step Interview
2. Roundtable
3. Focused Listing
4. Structured Problem-solving
5. Paired Annotations
6. Structured Learning Team Group Roles
7. Send-A-Problem
8. Value Line
9. Uncommon Commonalities
10. Team Expectations
11. Double Entry Journal
12. Guided Reciprocal Peer Questioning
  - a. Sample Question Stems

### Cooperative Language Learning

Cooperative Learning is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task students will work together on must be clearly defined. The cooperative and





collaborative learning techniques presented here should help make this possible for teachers.

Also, in cooperative learning small groups provide a place where:

1. learners actively participate;
2. teachers become learners at times, and learners sometimes teach;
3. respect is given to every member;
4. projects and questions interest and challenge students;
5. diversity is celebrated, and all contributions are valued;
6. students learn skills for resolving conflicts when they arise;
7. members draw upon their past experience and knowledge;
8. goals are clearly identified and used as a guide;
9. research tools such as Internet access are made available;
10. students are invested psychologically in their own learning.

### Three-Step Interview

Three-step interviews can be used as an icebreaker for team members to get to know one another or can be used to get to know concepts in depth, by assigning roles to students.

1. Faculty assigns roles or students can “play” themselves. Faculty may also give interview questions or information that should be “found.”
2. An interviews B for the specified number of minutes, listening attentively and asking probing questions.
3. At a signal, students reverse roles and B interviews A for the same number of minutes.
4. At another signal, each pair turns to another pair, forming a group of four. Each member of the group introduces his or her partner, highlighting the most interesting points.

### Roundtable

Roundtable structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of questions.

1. Faculty poses question.
2. One piece of paper and pen per group.
3. First student writes one response, and says it out loud.
4. First student passes paper to the left, second student writes response, etc.
5. Continues around group until time elapses.
6. Students may say, “Pass” at any time.
7. Group stops when time is called.



The key here is the question or the problem you've asked the students to consider. It has to be one that has the potential for a number of different "right" answers. Relate the question to the course unit, but keep it simple so every student can have some input.

Once time is called, determine what you want to have the students do with the lists...they may want to discuss the multitude of answers or solutions or they may want to share the lists with the entire class.

### Focused Listing

Focused listing can be used as a brainstorming technique or as a technique to generate descriptions and definitions for concepts. Focused listing asks the students to generate words to define or describe something. Once students have completed this activity, you can use these lists to facilitate group and class discussion.

Example: Ask students to list 5-7 words or phrases that describe or define what a motivated student does. From there, you might ask students to get together in small groups to discuss the lists, or to select the one that they can all agree on. Combine this technique with a number of the other techniques and you can have a powerful cooperative learning structure.

### Structured Problem-Solving

Structured problem solving can be used in conjunction with several other cooperative learning structures.

1. Have the participants brainstorm or select a problem for them to consider.
2. Assign numbers to members of each group (or use playing cards). Have each member of the group be a different number or suit.
3. Discuss task as group.
4. Each participant should be prepared to respond. Each member of the group needs to understand the response well enough to give the response with no help from the other members of the group.
5. Ask an individual from each group to respond. Call on the individual by number (or suit).

### One-Minute Papers

Ask students to comment on the following questions. Give them one minute and time them. This activity focuses them on the content and can also provide feedback to you as a teacher.

1. What was the most important or useful thing you learned today?



2. What two important questions do you still have; what remains unclear?
3. What would you like to know more about?

You can use these one-minute papers to begin the next day's discussion, to facilitate discussion within a group, or to provide you with feedback on where the student is in on understanding of the material.

### Paired Annotations

Students pair up to review/learn the same article, chapter or content area and exchange double-entry journals (see below) for reading and reflection.

Students discuss key points and look for divergent and convergent thinking and ideas. Together students prepare a composite annotation that summarizes the article, chapter, or concept.

### Structured Learning Team Group Roles

When putting together groups, you may want to consider assigning (or having students select) their roles for the group. Students may also rotate group roles depending on the activity.

Potential group roles and their functions include:

1. **Leader** - The leader is responsible for keeping the group on the assigned task at hand and also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members. The leader may also want to check to make sure that all of the group members have mastered the learning points of a group exercise.
2. **Recorder** - The recorder picks and maintains the group files and folders on a daily basis and keeps records of all group activities including the material contributed by each group member. The recorder writes out the solutions to problems for the group to use as notes or to submit to the instructor. The recorder may also prepare presentation materials when the group makes oral presentations to the class.
3. **Reporter** - The reporter gives oral responses to the class about the group's activities or conclusions.
4. **Monitor** - The monitor is responsible for making sure that the group's work area is left the way it was found and acts as a timekeeper for timed activities.
5. **Wildcard (in groups of five)** - The wildcard acts as an assistant to the group leader and assumes the role of any member that may be missing.



## Send-A-Problem

Send-A-Problem can be used as a way to get groups to discuss and review material, or potential solutions to problems related to content information.

1. Each member of a group generates a problem and writes it down on a card. Each member of the group then asks the question to other members.
2. If the question can be answered and all members of the group agree on the answer, then that answer is written on the back of the card. If there is no consensus on the answer, the question is revised so that an answer can be agreed upon.
3. The group puts a Q on the side of the card with the question on it, and an A on the side of the card with an answer on it.
4. Each group sends its question cards to another group.
5. Each group member takes one question from the stack of questions and reads one question at a time to the group. After reading the first question, the group discusses it. If the group agrees on the answer, they turn the card over to see if they agree with the first group's answer. If there again is consensus, they proceed to the next question. If they do not agree with the first group's answer, the second group writes their answer on the back of the card as an alternative answer.
6. The second group reviews and answers each question in the stack of cards, repeating the procedure outlined above.
7. The question cards can be sent to a third, fourth, or fifth group, if desired.
8. Stacks of cards are then sent back to the originating group. The sending group can then discuss and clarify any question.

**Variation:** A variation on the send a problem is to use the process to get groups to discuss a real problem for which there may be no one set answer.

1. Groups decide on one problem they will consider. It is best if each group considers a different problem.
2. The same process is used, with the first group brainstorming solutions to a single problem. The problem is written on a piece of paper and attached to the outside of a folder. The solutions are listed and enclosed inside the folder.
3. The folder is then passed to the next group. Each group brainstorms for 3-5 minutes on the problems they receive without reading the previous group's work and then places their solutions inside the folders.
4. This process may continue to one or more groups. The last group reviews all the solutions posed by all of the previous groups and



develops a prioritized list of possible solutions. This list is then presented to the group.

### Value Line

One way to form heterogeneous groups is to use a value line as follows.

1. Present an issue or topic to the group and ask each member to determine how they feel about the issue (could use a 1-10 scale; 1 being strong agreement, 10 being strong disagreement).
2. Form a rank-ordered line and number the participants from 1 up (from strong agreement to strong disagreement, for example).
3. Form your groups of four by pulling one person from each end of the value line and two people from the middle of the group (for example, if you had 20 people, one group might consist of persons 1, 10, 11, 20).

### Uncommon Commonalities

Uncommon Commonalities can be used to foster a more cohesive group.

1. Groups get together and first list individual things about themselves that define them as people).
2. Groups then discussed each item, finding things that 1, 2, 3, or 4 of them have in common.
3. When the group finds an item that all of them have in common, they list that item under 4; when they find something that 3 of them have in common, the list that item under 3, etc.

### Team Expectations

Some of the common fears about working with groups include student fears that each member will not pull their weight as a part of the group. Students are scared that their grade will be lower as a result of the group learning vs. learning they do individually. One way to address this issue is to use a group activity to allow the group to outline acceptable group behavior. Put together a form and ask groups to first list behaviors (expectations) they expect from each individual, each pair and as a group as a whole. Groups then can use this as a way to monitor individual contributions to the group and as a way to evaluate group participation.

### Double Entry Journal

The Double Entry Journal can be used as a way for students to take notes on articles and other resources they read in preparation for class discussion.

1. Students read and reflect on the assigned reading(s).



2. Students prepare the double entry journal, listing critical points of the readings (as they see them) and any responses to the readings, in general, or specific critical points.
3. Students bring their journal notes to class.
4. Once in class, students may use their double entry journal to begin discussion, to do a paired annotation, or for other classroom and group activity.

### Guided Reciprocal Peer Questioning

The goal of this activity is to generate discussion among student groups about a specific topic or content area.

1. Faculty conducts a brief (10-15 minutes) lecture on a topic or content area. Faculty may assign a reading or written assignment as well.
2. Instructor then gives the students a set of generic question stems.
3. Students work individually to write their own questions based on the material being covered.
4. Students do not have to be able to answer the questions they pose. This activity is designed to force students to think about ideas relevant to the content area.
5. Students should use as many question stems as possible.
6. Grouped into learning teams, each student offers a question for discussion, using the different stems.

### Sample Question Stems:

1. What is the main idea of...?
2. What if...?
3. How does...affect...?
4. What is a new example of...?
5. Explain why...?
6. Explain how...?
7. How does this relate to what I've learned before?
8. What conclusions can I draw about...?
9. What is the difference between...and...?
10. How are...and...similar?
11. How would I use...to...?
12. What are the strengths and weaknesses of...?
13. What is the best...and why?



## SUBJECT INTEGRATION

Ontario Ministry of Education (2010) states that research has consistently shown that students in integrated programs demonstrate academic performance equal to, or better than, students in discipline-based programs. In addition, students are more engaged in school, and less prone to attendance and behavior problems” (Drake & Reid, 2010). They also state the following:

1. Teachers and administrators identified student engagement as the most positive outcome of curriculum integration.
2. Collaborative planning encouraged new thinking and new practices and led to teachers’ professional growth.
3. Connecting curriculum to real-world issues led to greater use of non-fiction materials and increased relevance of reading and writing activities.

The Ontario Ministry of Education (2010) has created the following guidelines in order to help teachers.

### *Guideline No. 1—Think Big*

While planning for curriculum integration can be challenging, it can also be rewarding. Clustering curriculum expectations to meet expressed student needs entails creativity and open-minded “big picture” thinking. As well, curriculum integration creates increased opportunities to give students practice in meeting a range of curriculum expectations throughout the program.

#### *Organizing Instruction around Concepts*

The heart of curriculum in all subject areas is a firm conceptual base and a set of essential skills that students need to learn to apply in a wide range of contexts, both to identify and analyze problems and to explore and test solutions.

#### *Tips for organizing curriculum integration with big ideas in mind:*

1. Consider student data and current school/division curriculum priorities.
2. Review curriculum documents and look for points of convergence or patterns in the expectations.
3. Choose a cross-discipline focus that relates to issues in students’ immediate lives and the world around them to establish relevance and increase engagement.
4. Look for common concepts in curriculum documents that can be applied to explain phenomena across contexts.
5. Pull out common key words that might suggest a focus.





6. Consider current events related to the content expectations that suggest possible problems for students to think about, investigate and respond to.
7. Develop a problem that embraces the issues within the cross-discipline focus that requires consideration from more than one perspective.
8. Consider which character attributes align best with the focus. (Barton & Smith, 2000; Cartier & Pellathy, 2009; Olson, 2008 as cited in Ontario Ministry of Education, 2010)

### *Guideline No. 2 – Think Real-World*

Research tells us that students become involved in learning when tasks enable them to answer their own questions and explore their own interests (Duke, 2004; Duke et al., 2006; Howes, Lim & Campos, 2007; Ontario Ministry of Education, 2004 as cited in Ontario Ministry of Education, 2010). Teachers report that students “come alive when they realize they are writing to real people for real reasons or reading real-life texts for their own purposes” (Duke et al., 2006 as cited in Ontario Ministry of Education, 2010).

Creating tasks that are responsive to student interests in a cross-curricular learning inquiry is more challenging than creating closed, fact-based or skills-only tasks. To be effective, “teachers must simultaneously over plan – making sure they have a variety of resources and activities to accommodate students’ interests – and under plan – remaining flexible instead of spelling out each week’s activities” (Barton & Smith, 2000, p.61 as cited in Ontario Ministry of Education, 2010).

### *Guideline No. 3 – Think broad context about literacy*

Today’s learners face complex challenges as they make meaning, problem solve and communicate in what many have described as our “text- and media-saturated world.” Being literate is deeply defined as a complex set of skills ranging from “the ability to use language and images in rich and varied forms ... to the capacity to access, manage and evaluate information; to think imaginatively and analytically; and to communicate thought and ideas effectively” (Ontario Ministry of Education, 2010).

As educators work with curriculum and instruction integration in interconnected ways, the opportunities for students to learn deeply follows their areas of interest. They will communicate their thinking and will become embedded in their experiences.

Defining integrated curriculum has been a topic of discussion since the turn of the 20th century. Over the last hundred years, theorists offered three basic categories for interdisciplinary work; they defined the categories similarly, although the categories often had different names. Integration seemed to be a



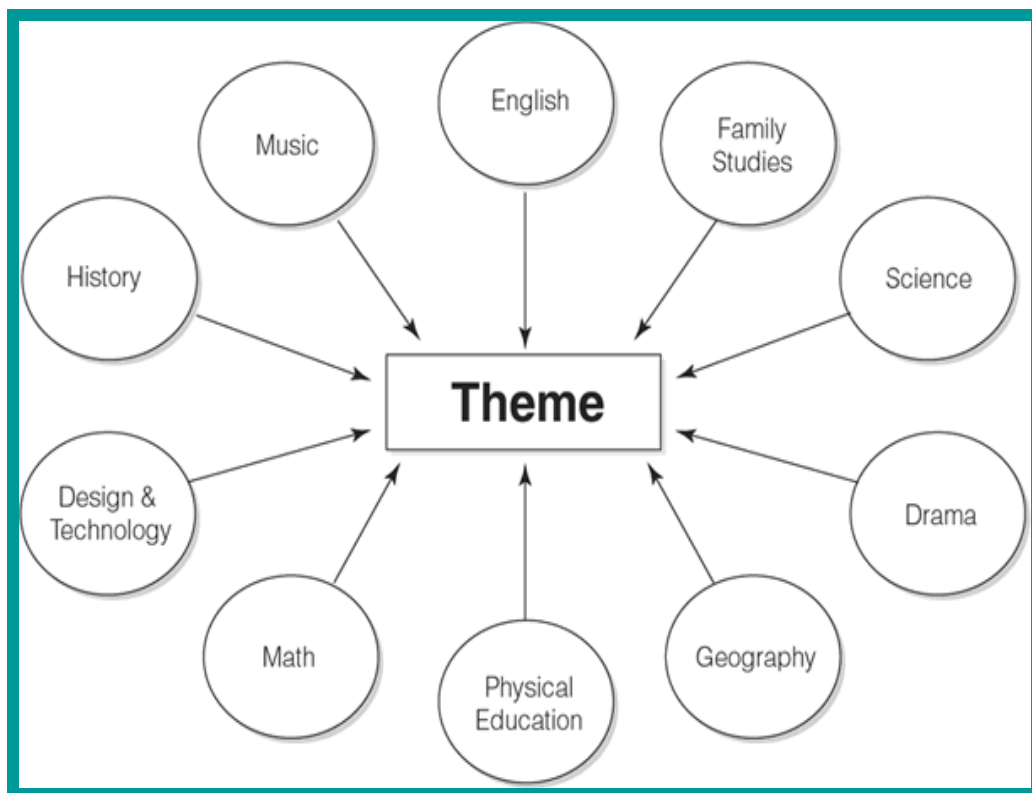


matter of degree and method. For example, the National Council of Teachers of English (NCTE) offered the following definitions in 1935:

1. Correlation may be as slight as casual attention to related materials in other subject areas . . . a bit more intense when teachers plan it to make the materials of one subject interpret the problems or topics of another.
2. Fusion designates the combination of two subjects, usually under the same instructor or instructors.
3. Integration: the unification of all subjects and experiences.

### Multidisciplinary Integration

Multidisciplinary approaches focus primarily on the disciplines. Teachers who use this approach organize standards from the disciplines around a theme. The following illustration shows the relationship of different subjects to each other and to a common theme. There are many different ways to create multidisciplinary curriculum, and they tend to differ in the level of intensity of the integration effort. The following descriptions outline different approaches to the multidisciplinary perspective.





### **Intradisciplinary Approach**

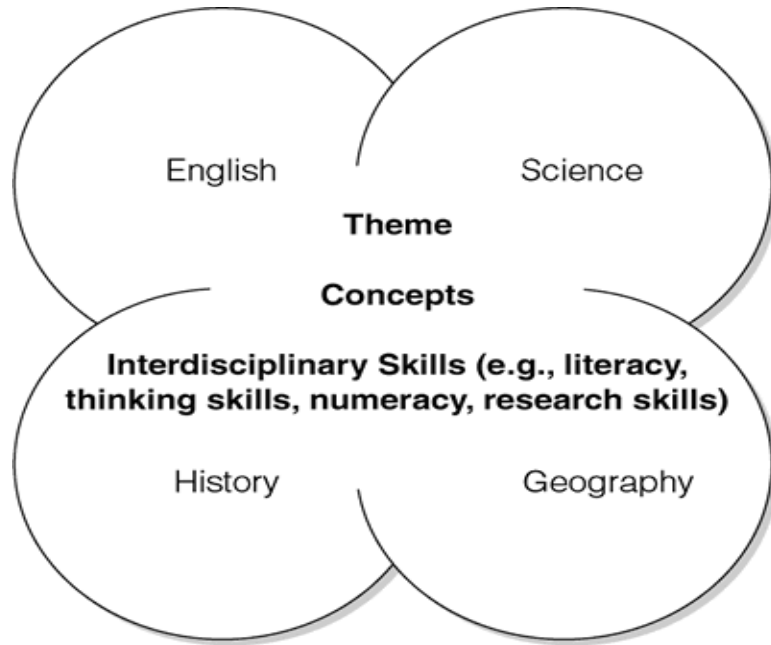
When teachers integrate the subdisciplines within a subject area, they are using an intradisciplinary approach. Integrating reading, writing, and oral communication in language arts is a common example. Teachers often integrate history, geography, economics, and government in an intradisciplinary social studies program. Integrated science integrates the perspectives of subdisciplines such as biology, chemistry, physics, and earth/space science.

### **Fusion**

In this multidisciplinary approach, teachers fuse skills, knowledge, or even attitudes into the regular school curriculum. In some schools, for example, students learn respect for the environment in every subject area. Fusion can involve basic skills. Many schools emphasize positive work habits in each subject area. Educators can fuse technology across the curriculum with computer skills integrated into every subject area. Literacy across the curriculum is another example of fusion.

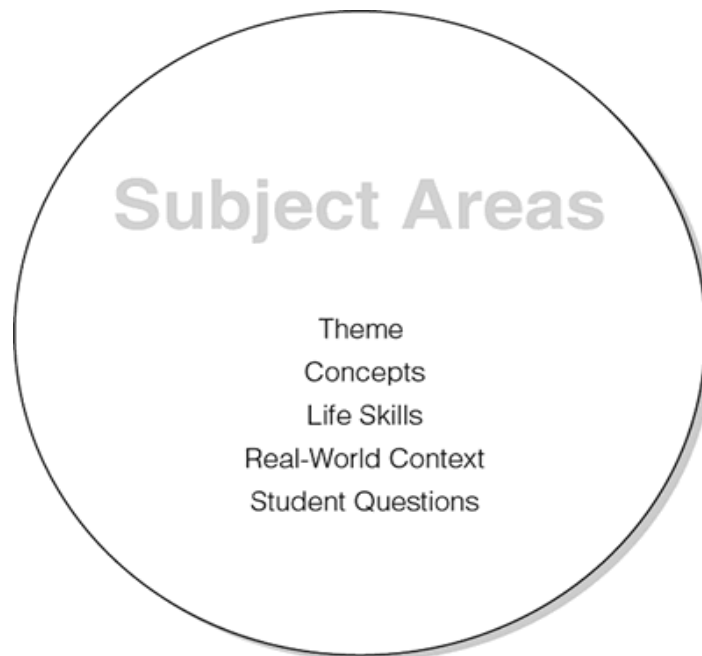
### **Interdisciplinary Integration**

In this approach to integration, teachers organize the curriculum around common learnings across disciplines. They chunk together the common learnings embedded in the disciplines to emphasize interdisciplinary skills and concepts. The disciplines are identifiable, but they assume less importance than in the multidisciplinary approach. The following figure illustrates the interdisciplinary approach.



### Transdisciplinary Integration

In the transdisciplinary approach to integration, teachers organize curriculum around student questions and concerns. Students develop life skills as they apply interdisciplinary and disciplinary skills in a real-life context. Two routes lead to transdisciplinary integration: project-based learning and negotiating the curriculum.



### Comparing and Contrasting the Three Approaches to Integration

	<b>Multidisciplinary</b>	<b>Interdisciplinary</b>	<b>Transdisciplinary</b>
<b>Organizing Center</b>	Standards of the disciplines organized around a theme	Interdisciplinary skills and concepts embedded in disciplinary standards	<ul style="list-style-type: none"> <li>Real-life context</li> <li>Student questions</li> </ul>
<b>Conception of Knowledge</b>	Knowledge best learned through the structure of the disciplines A right answer One Truth	<ul style="list-style-type: none"> <li>Disciplines connected by common concepts and skills</li> <li>Knowledge considered to be socially constructed</li> </ul> Many right answers	<ul style="list-style-type: none"> <li>All knowledge interconnected and interdependent</li> <li>Many right answers</li> </ul> Knowledge considered to be indeterminate and ambiguous
<b>Role of Disciplines</b>	<ul style="list-style-type: none"> <li>Procedures of discipline considered most important</li> </ul> Distinct skills and concepts of discipline taught	Interdisciplinary skills and concepts stressed	Disciplines identified if desired, but real-life context emphasized
<b>Role of Teacher</b>	<ul style="list-style-type: none"> <li>Facilitator</li> <li>Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator</li> <li>Specialist/generalist</li> </ul>	<ul style="list-style-type: none"> <li>Co-planner</li> <li>Co-learner</li> </ul> Generalist/specialist
<b>Starting Place</b>	<ul style="list-style-type: none"> <li>Disciplinary standards and-procedures</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary bridge</li> </ul> KNOW/DO/BE	<ul style="list-style-type: none"> <li>Student questions and concerns</li> </ul> Real-world context
<b>Degree of Integration</b>	<ul style="list-style-type: none"> <li>Moderate</li> </ul>	<ul style="list-style-type: none"> <li>Medium/intense</li> </ul>	Paradigm shift
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Discipline-based</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary skills/concepts stressed</li> </ul>	Interdisciplinary skills/concepts stressed
<b>KNOW?</b>	<ul style="list-style-type: none"> <li>Concepts and essential understandings across disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Concepts and essential understandings across disciplines</li> </ul>	Concepts and essential understandings across disciplines



<b>DO?</b>	<ul style="list-style-type: none"> <li>• Disciplinary skills as the focal point</li> <li>• Interdisciplinary skills also included</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary skills as the focal point</li> <li>• Disciplinary skills also included</li> </ul>	Interdisciplinary skills and disciplinary skills applied in a real-life context
<b>BE?</b>	<ul style="list-style-type: none"> <li>• Democratic values</li> <li>• Character education</li> <li>• Habits of mind</li> </ul> Life skills (e.g., teamwork, self-responsibility)		
<b>Planning Process</b>	<ul style="list-style-type: none"> <li>• Backward design</li> <li>• Standards-based</li> </ul> Alignment of instruction, standards, and assessment		
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Constructivist approach</li> <li>• Inquiry</li> <li>• Experiential learning</li> <li>• Personal relevance</li> <li>• Student choice</li> </ul> Differentiated instruction		
<b>Assessment</b>	Balance of traditional and authentic assessments Culminating activity that integrates disciplines taught		



## TECHNOLOGY INTEGRATION

Technology is a tool that can change the nature of learning. First and foremost, educators want students to learn. It is certainly not enough to tell educators that they need to use the boxes and wires that have invaded their schools simply because they are expensive or because students need to know how to use the latest widget. If it's clear that technological tools will help them achieve that goal, educators will use those tools.

Technology provides itself to exploration. But before technology can be used effectively, exploration must be valued as important to both teaching and learning. In a technology-rich classroom, for example, students might search the Web for information, analyze river water, chart the results, and record what they've learned on the computer.

In such an environment, acquiring content changes from a static process to one of defining goals the learners wish to pursue. Students are active, rather than passive -- producing knowledge and presenting that knowledge in a variety of formats.

In such an environment, educators can encourage a diversity of outcomes rather than insisting on one right answer. They can evaluate learning in multiple ways, instead of relying predominately on traditional paper and pencil tests. Perhaps most importantly, teachers and students can move from pursuing individual efforts to being part of teaching and learning teams, which may include students from all over the world. Of course, active learning is rarely a clean, neat process. Students engaged in such a process can create busy, noisy, and messy classrooms. It's important to recognize that this kind of learning takes practice—for both the teacher and the students.

Activities and learning environments must be carefully guided and structured so learners are fully engaged in their learning. Students must learn that exploration doesn't mean just running around doing what they want and ending up who knows where. Educators must recognize that if students are investigating and asking questions, writing about what they're learning, and doing those things in an authentic context, then they are learning to read and write and think.

In a technology-rich classroom, students don't "learn" technology. Technology merely provides the tools to be used for authentic learning. It is a means, not an end. It also provides educators with the opportunity to move from simply streamlining the way things have always been done to really imagining things they would like to do.

The definitions of both terms (technology and integration), whether broad or limited, drive the problem. Computer technology is merely one possibility in the selection of media and the delivery mode—part of the instructional design



process—not the end but merely one of several means to the end. Integration does not just mean placement of hardware in classrooms. If computers are merely add-on activities or fancy work sheets, where is the value (Hadley & Sheingold, 1993)? Technologies must be pedagogically sound. They must go beyond information retrieval to problem solving; allow new instructional and learning experiences not possible without them; promote deep processing of ideas; increase student interaction with subject matter; promote faculty and student enthusiasm for teaching and learning; and free up time for quality classroom interaction—in sum, improve the pedagogy. Wager (1992) argued that “the educational technology that can make the biggest difference to schools and students is not the hardware, but the process of designing effective instruction” (p. 454), which incorporates computer technology and other media appropriately.

As 21st-century teacher educators, we consider literacy to be more than simply the reading and writing of printed text. Literacy includes every aspect of language: reading and comprehending what one reads, writing and using written language to express important and original ideas, speaking, listening, viewing, critiquing, and so much more (Madda, Griffo, Pearson, & Raphael, [2011](#)). Similar to Leu and his colleagues ([2013](#)), we argue that 21st-century technologies transform literacy; because technology is now ubiquitous in the developed world, children read, write, and learn in ways not imagined just two decades ago (Prensky, [2001](#)). We share the views of the International Reading Association ([2009](#)): that literacy includes the ability to use information and communication technologies to communicate and learn. These technology tools allow teachers to embrace the sociocultural nature of literacy learning and bring the world into the classroom, just as Dewey ([1911](#)) advocated at a time when technologies of today could not be imagined. This sociocultural perspective is, we believe, at the heart of artistic technology integration.

Effective integrators make the most of the digital tools and resources available to them—that is, artistic technology-integrated instruction is not necessarily the use of cutting-edge technology. Rather, in most cases, teachers use available tools in sophisticated ways to differentiate instruction, create opportunities to build language and literacy, and build bridges between the classroom and the global community.

In classrooms where technology integration is evident, teachers select the tools most appropriate for their instructional purpose and leverage the tools to support the range of emerging skills demonstrated by their students. Technology is used to create opportunities for learners to engage in developmentally appropriate yet challenging language and literacy activities. These teachers use technology to scaffold learning by using a gradual release of responsibility approach. Instruction is characterized by language-rich discourse, both digital and verbal, which supports the development of emerging language and literacy skills, problem solving, comprehension, and communication.



## DEPTH OF KNOWLEDGE MODEL (DOK)

At the heart of College and Career Readiness is the need to increase the level of rigor in our classrooms for all students. The Common Core State Standards are a step in the right direction. However, the standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curriculum and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.

Norman Webb's Depth-of-Knowledge (DOK) schema has become one of the key tools educators can employ to analyze the cognitive demand (complexity) intended by the standards, curricular activities, and assessment tasks. Webb (1997) developed a process and criteria for systematically analyzing the alignment between standards and test items in standardized assessments. Since then the process and criteria have demonstrated application to reviewing curricular alignment as well. The model categorizes assessment tasks by different levels of cognitive expectation, or depth of knowledge, required to successfully complete the task. Hess (2004-2012) further articulated the model with content specific descriptions for use by classroom teachers and organizations conducting alignment studies. The table below outlines the Webb DOK levels:

DOK Level	Description of Level
One	Recall & Reproduction
Two	Skills & Concepts
Three	Strategic Thinking & Reasoning
Four	Extended Thinking

DOK level are assigned to each course objective the following served as general guidelines for developers:

1. The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable.
2. The DOK level should reflect the *complexity* of the cognitive processes demanded by the task outlined by the objective, rather than its *difficulty*. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is "difficult".
3. If there is a question regarding which of two levels a statement addresses, such as Level 1 or Level 2, or Level 2 or Level 3, it is appropriate to select the higher of the two levels.
4. The DOK level should be assigned based upon the cognitive demands required by the central performance described in the objective.





5. The objective's central verb(s) alone is/are *not sufficient* information to assign a DOK level. Teachers must also consider the complexity of the task and/or information, conventional levels of prior knowledge for students at the grade level, and the mental processes used to satisfy the requirements set forth in the objective. Focuses on complexity of content standards in order to successfully complete an assessment or task. The outcome (product) is the focus of the depth of understanding.

### **Level 1 – Recall and Reproduction**

Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this particular level usually involves working with facts, terms and/or properties of objects. It may also involve use of simple procedures and/or formulas. There is little transformation or extended processing of the target knowledge required by the tasks that fall into this category. Key words that often denote this particular level include: list, identify and define. A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be “figured out” or “solved”. Examples include: define, tell, locate, order, name, choose, match, and others

### **Level 2 – Working with Skills and Concepts**

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories; describe or explain issues and problems, patterns, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.” The learner should make use of information in a context different from the one in which it was learned.

Elements found in a curriculum that fall in this category involve working with or applying skills and/or concepts to tasks related to the field of study in a laboratory setting. The subject matter content at this particular level usually involves working with a set of principles, categories, heuristics, and protocols. At this level students are asked to transform/process target knowledge before responding. Example mental processes that often denote this particular level include: summarize, estimate, organize, classify, and infer.



### Level 3 – Short-Term Strategic Thinking

Items falling into this category demand a short-term use of higher order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one's reasoning is a key marker of tasks that fall into this particular category. The expectation established for tasks at this level tends to require coordination of knowledge and skill from multiple subject-matter areas to carry out processes and reach a solution in a project-based setting. Key processes that often denote this particular level include: analyze, explain and support with evidence, generalize, and create.

### Level 4 – Extended Strategic Thinking

Curricular elements assigned to this level demand extended use of higher order thinking processes such as synthesis, reflection, assessment and adjustment of plans over time. Students are engaged in conducting investigations to solve real-world problems with unpredictable outcomes. Employing and sustaining strategic thinking processes over a longer period of time to solve the problem is a key feature of curricular objectives that are assigned to this level. Key strategic thinking processes that denote this particular level include: synthesize, reflect, conduct, and manage.

### Multiple Intelligence Theory

Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps



the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means."

### Gardner's Distinctive Learning Styles

1. **Visual-Spatial** - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, and daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.
2. **Bodily-kinesthetic** - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and can be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.
3. **Musical** - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, and tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.
4. **Interpersonal** - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, and dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.
5. **Intrapersonal** - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.
6. **Linguistic** - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.
7. **Logical -Mathematical** - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships.



They like to experiment, solve puzzles, and ask cosmic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details.

At first, it may seem impossible to teach to all learning styles. However, as we move into using a mix of media or multimedia, it becomes easier. As we understand learning styles, it becomes apparent why multimedia appeals to learners and why a mix of media is more effective. It satisfies the many types of learning preferences that one person may embody or that a class embodies. A review of the literature shows that a variety of decisions must be made when choosing media that is appropriate to learning style.

- **Visuals:** Visual media help students acquire concrete concepts, such as object identification, spatial relationship, or motor skills where words alone are inefficient.
- **Printed words:** There is disagreement about audio's superiority to print for affective objectives; several models do not recommend verbal sound if it is not part of the task to be learned.
- **Sound:** A distinction is drawn between verbal sound and non-verbal sound such as music. Sound media are necessary to present a stimulus for recall or sound recognition. Audio narration is recommended for poor readers.
- **Motion:** Models force decisions among still, limited movement, and full movement visuals. Motion is used to depict human performance so that learners can copy the movement. Several models assert that motion may be unnecessary and provides decision aid questions based upon objectives. Visual media which portray motion are best to show psychomotor or cognitive domain expectations by showing the skill as a model against which students can measure their performance.
- **Color:** Decisions on color display are required if an object's color is relevant to what is being learned.
- **Realia:** Realia are tangible, real objects which are not models and are useful to teach motor and cognitive skills involving unfamiliar objects. Realia are appropriate for use with individuals or groups and may be situation based. Realia may be used to present information realistically but it may be equally important that the presentation corresponds with the way learners represent information internally.
- **Instructional Setting:** Design should cover whether the materials are to be used in a home or instructional setting and consider the size what is to be learned. Print instruction should be delivered in an individualized mode which allows the learner to set the learning pace. The ability to provide



corrective feedback for individual learners is important but any medium can provide corrective feedback by stating the correct answer to allow comparison of the two answers.

- **Learner Characteristics:** Most models consider learner characteristics as media may be differentially effective for different learners. Although research has had limited success in identifying the media most suitable for types of learners several models are based on this method.
- **Reading Ability:** Pictures facilitate learning for poor readers who benefit more from speaking than from writing because they understand spoken words; self-directed good readers can control the pace; and print allows easier review.
- **Categories of Learning Outcomes:** Categories ranged from three to eleven and most include some or all of Gagne's (1977) learning categories; intellectual skills, verbal information, motor skills, attitudes, and cognitive strategies. Several models suggest a procedure which categorizes learning outcomes, plans instructional events to teach objectives, identifies the type of stimuli to present events, and media capable of presenting the stimuli.
- **Events of Instruction:** The external events which support internal learning processes are called events of instruction. The events of instruction are planned before selecting the media to present it.
- **Performance:** Many models discuss eliciting performance where the student practices the task which sets the stage for reinforcement. Several models indicate that the elicited performance should be categorized by type; overt, covert, motor, verbal, constructed, and select. Media should be selected which is best able to elicit these responses and the response frequency. One model advocates a behavioral approach so that media is chosen to elicit responses for practice. To provide feedback about the student's response, an interactive medium might be chosen, but any medium can provide feedback. Learner characteristics such as error proneness and anxiety should influence media selection.



## EVALUATION AND ASSESSMENT

### Response to Intervention (RTI)

The RTI is a multi-tier approach to the early identification and support of students with learning and behavioral needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

#### Components:

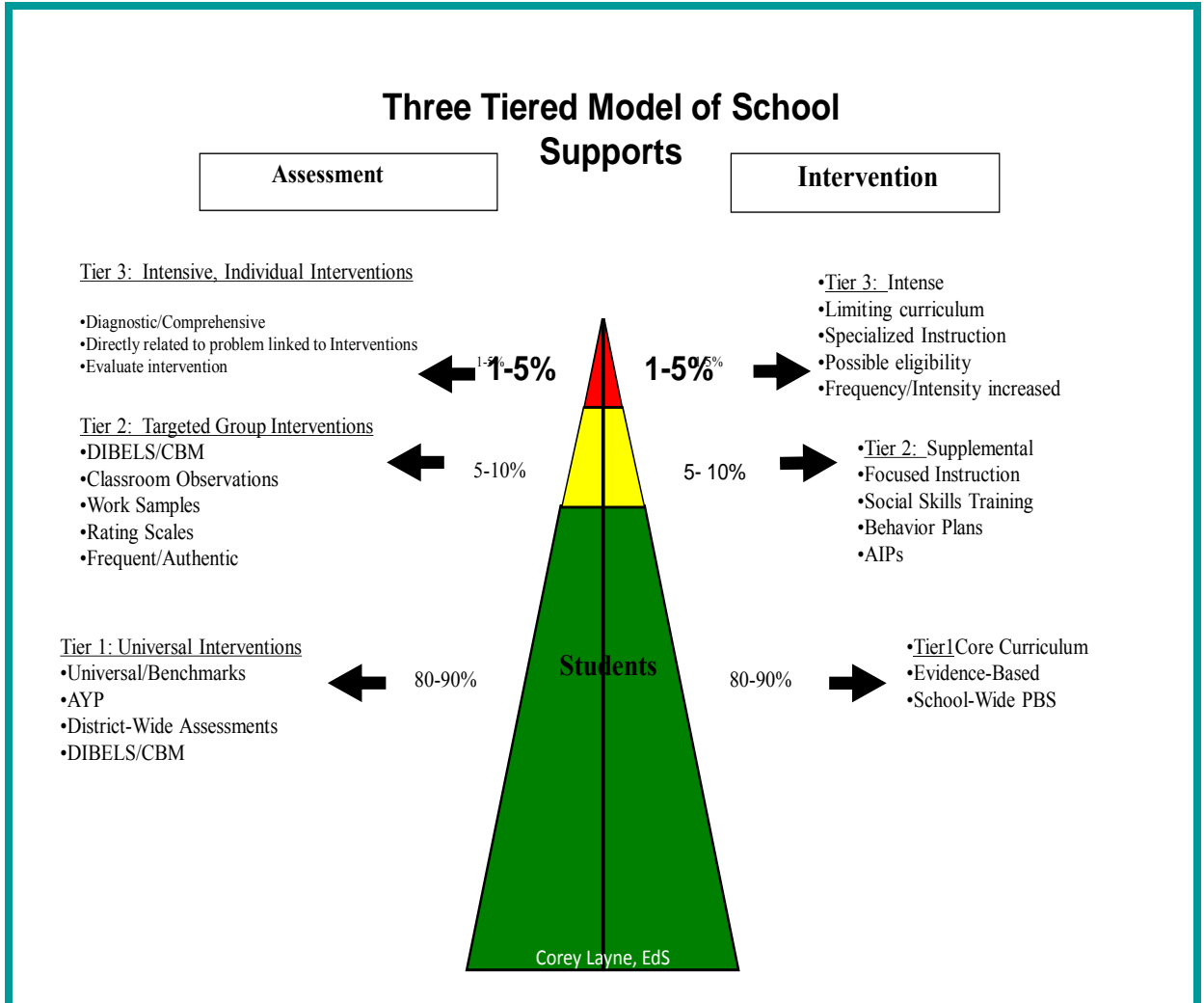
- **High-quality, scientifically based classroom instruction.** All students receive high-quality, research-based instruction in the general education classroom.
- **Ongoing student assessment.** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- **Tiered instruction.** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- **Parent involvement.** Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction and the academic or behavioral goals for their child.

#### RTI Goals

- Prevention of academic/behavior problems
  - Attend early skill gaps
  - Provide early interventions/instruction
  - Close skill gaps to prevent failure
- Determination of eligibility as a student with a specific learning disability



- Pattern of inadequate response to interventions may result in referral to special education
- Student intervention response data is considered for Specific Learning Disabilities (SLD) eligibility



### RTI Benefits

- Enhanced Student Performance
- Accountability - Ensure that the student receives appropriate instruction.
- Staff, parent, and student involvement.
- Time reduction before a student receives additional instructional assistance.
- Reduction of overall number of students referred for special education services while increasing the number of students who succeed within general education.





- Limit the amount of unnecessary testing that has little or no instructional relevance.

### RTI Barriers

- It's a different way of instruction for some students.
- It requires a new set of skill for some learners.
- Interventions are integrated (not done by team members or special educators only).
- Requires frequent data collection and analysis.
- Focus is on how students are progressing on the intervention and not WHERE the student is going (special education).

### Student's Evaluation and Assessment

Student's evaluation is one of the fundamental elements for school transformation. It is a systematic process by which necessary judgment is executed in relation to classroom instruction and student's academic outcomes. The evaluation process is an integrated and necessary aspect to guarantee student's individual academic growth. Usage and appropriate interpretation of data analysis from student's evaluation and assessment significantly contributes to improve learner's individual growth.



## Student's evaluation:



# Types of Evaluation



**Pre Evaluation**

The student's strengths and difficulties within a given content are identified.



**Formative Evaluation**

It determines whether the student is making progress in achieving the previously stated goals.



**Sumative Evaluation**

Determines the success achieved by the student about his academic at the end of an academic term in relation to the expected objectives previously established



Evaluation for determining achievement and academic growth

It is established by the results of standardized tests and other tools to gather information about the academic gains of students.

## Academic Growth

It is determined by comparing the upward movement between the sublevels of students' individual academic growth for two consecutive years.

At the end of the school year will be awarded in the SIE a score based on the sublevels of student's individual academic growth as demonstrated in the table.

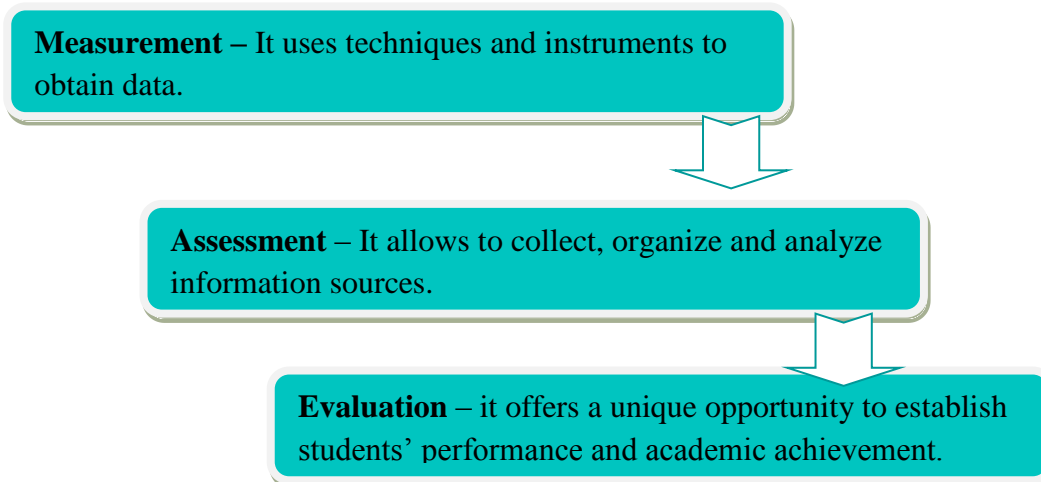


## Awarding points for Individual Academic Growth

<b>Individual Academic Growth</b>	<b>Awarding punctuation appropriate to the level</b>
<b>Pre – basic</b>	
Low	55
High	60
<b>Basic</b>	
Low	65
Moderate	70
High	75
<b>Proficiency</b>	
Low	80
Moderate	85
High	90
<b>Advance</b>	
Low	95
High	100



### Measurement, Assessment and Evaluation:



### Planning the evaluation process:

- At the beginning of the school year, the teacher must prepare a course syllabus that includes all the documents and assessment techniques to be used to evaluate the student.
- Students should know the criteria by which their performance will be evaluated; so the course syllabus must be given at the beginning of each school year.

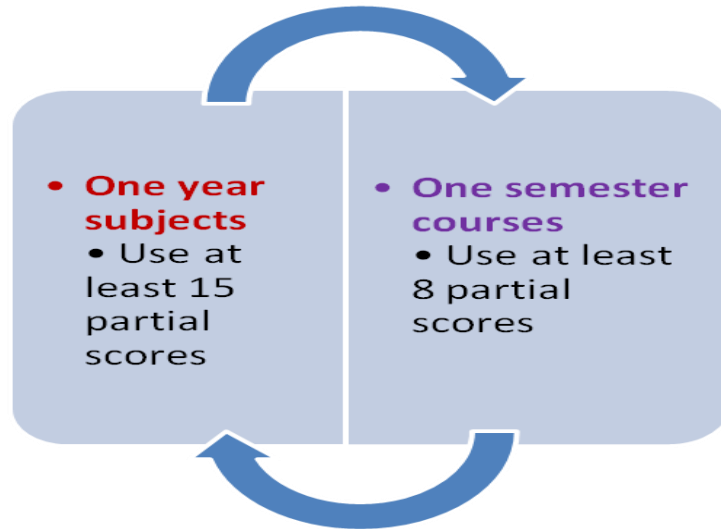


## Distribution of points for students

10 Weeks		20 Weeks		30 Weeks	40 Weeks		Relative Weight	
Instrument	Highest Score	Instrument	Highest Score	Instrument	Highest Score	Instrument	Highest Score	
Assessment Techniques and Tests	300	Assessment Techniques and Tests	300	Assessment Techniques and Tests	300	Assessment Techniques and Tests	100	67%
Performance Tasks	100	Performance Tasks	100	Performance Tasks	100	Performance Tasks	100	27%
Score: 400 Accumulated Score:400		Score: 400 Accumulated Score:800		Score: 400 Accumulated Score:1200		Standardized Test		100
						Score: 300 Accumulated Score:1500		100%

- The instruments used by the teacher must be in agreement with the nature of the course content and resources and a balance in the different levels of depth of knowledge must be evidenced.
- The teacher must report the results of evaluations and academic progress five days **after** administering the instrument.
- In the case of **special education students** that are integrated into regular classrooms the formative evaluation scores of the special education teacher who provides services must be considered by the teacher from the regular classroom.
- **Both teachers should discuss the outcome of the assessments accomplished** by the student before awarding the score in the SIE.

Procedure for awarding final scores by subject in the SIE.

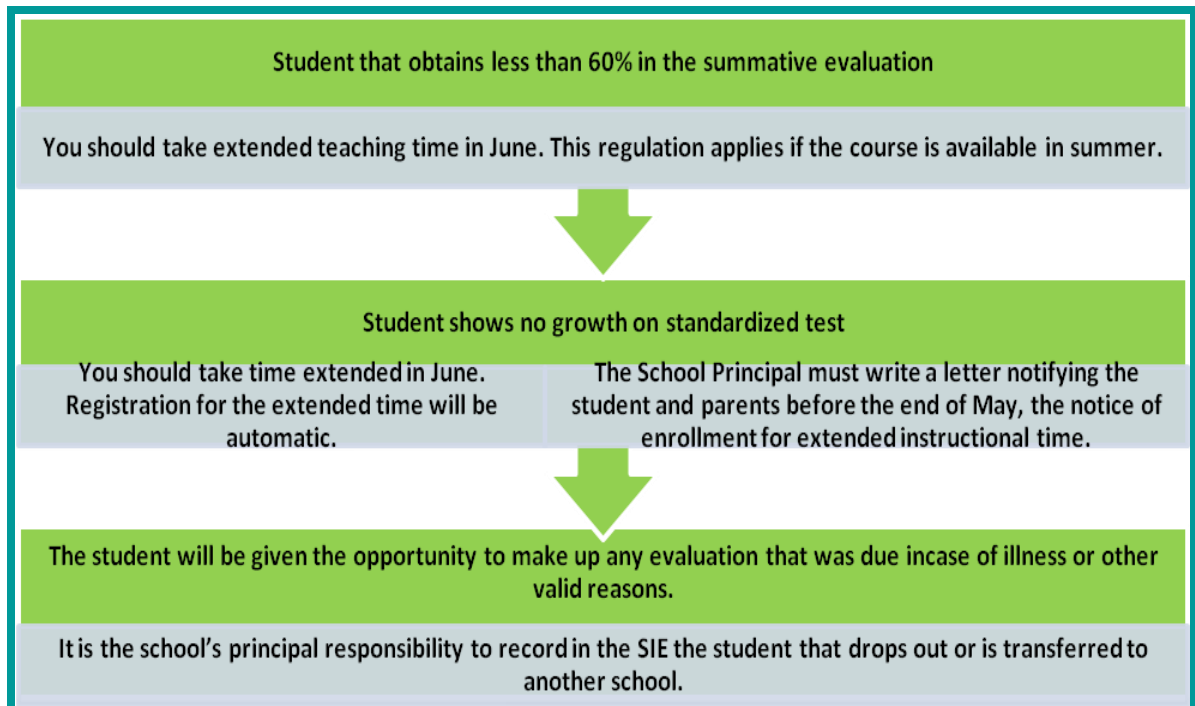


Aspects that should not be used as criteria when awarding a score





## Considerations when giving or awarding a grade



## Promotion by levels and grades

### Kindergarten

- Evaluation is based on descriptive documentation of the work.
- All kindergarten students will be promoted to first grade.

### 1st to 5th Grade

- The student who does not pass two or more subjects must repeat the grade.
- If the student fails only one subject, he/she will be promoted to the next year and the school must provide him/her the necessary support.

### 6th to 8th Grade

- The student that does not approve one or more subjects will be authorized to take a maximum of 2 units of credits during the extended summer learning time.
- The student may repeat courses at accredited institutions operating under the classroom present modality.

### 9th to 12th Grade

- The student who obtain a failing score average will have to take extended summer school time.
- The student who does not pass one or more subjects will be authorized up to a maximum of 2 units of credit during the summer extended learning time.
- The student may repeat courses at accredited institutions operating under the classroom present modality.



### Eleventh grade students to post-secondary education

- Students who obtain scores of three advanced and one proficient levels on standardized tests (Meta-PR) and obtains a score of *3000 or more* in Tests of Evaluation and University Admission (*College Board*) may apply for certification of graduation and continue their postsecondary studies.

### Graduations Policy: average, honors and diplomas

- The principal will be responsible for checking on the SIE the academic records of all candidates for graduation for compliance with all requirements.
- Student that repeats a class to increase their average score class will not be considered for the awards of academic excellence.
- Delivery of medals and awards shall be in accordance with the Public Policy of Graduations.

### General Considerations

- The evidence regarding the student's evaluation achievement must be kept for a period not less than one semester, after finishing the school year.
- This circular letter will be effective at the beginning of the 2015-2016 school year. It supersedes any other circular letter or memorandum is in conflict with the rules established on the evaluation of student achievement.





## **ALTERNATE ASSESSMENT OF THE STUDENT'S EDUCATIONAL PROGRESS**

**(Special Education, Section 504, Differentiated Instruction  
and Gifted Students)**

**Special Education-(Current Circular Letter) Law 51 of 1996** "Integral Educational Services for Persons with Disabilities ' 1997 and Law 105-17 , " Individuals with Disabilities Education Act " ( IDEA ) states that the Department of Education is responsible for assessing and identifying all children and youth with disabilities or potential disabilities.

### **For some students...**

Participation and adaptation of performance tasks and Summative Regular Assessment may include administering grade level indicators considered appropriate for measuring the student's progress as justified by the COMPU, IEP and accommodations.

Only for those students whose progress cannot be evaluated appropriately through regular assessment or performance tasks (even when accommodations, differentiated assessment and adaptations are provided).

Participate in a process of continuous evaluation, using the portfolio strategy focusing on the student's progress towards pre-established goals and indicators.

The individualized decisions to be made by the COMPU and evaluations as to how and which mechanisms are to be used in measuring the progress of every student with disabilities must be based on careful reflection that takes into account the information available on the student, as well as the following considerations:

1. Students with disabilities, as well as all other children and youth, need teachers to have high expectations of what they can achieve.
2. The assessment process in which a student with disabilities participates should be challenging.
3. The curriculum to which students are exposed in self-contained classrooms should be varied, and reflect the different areas of the general curriculum to which all other non-disabled students are exposed, except when this is clearly inappropriate.
4. No student participating in the Regular Academic Program, competing for promotion ought to be excluded from participating in the Regular Assessment Program corresponding to their level and grade indicator.



## Alternate Assessment: The Portfolio

The evaluation of the educational progress of students with disabilities for whom the Summative Regular Assessment Program is not appropriate will be carried out using the portfolio as the evaluative strategy. The use of the portfolio for the purpose of evaluation is not a new or unknown notion for many educators who already use it in different areas and programs.

The Special Education Program has adopted the portfolio as a mechanism for the alternate assessment given that it provides ample opportunity for the student to demonstrate, with the assistance and support of teachers and parents, the progress made and achievement attained in performance level, regardless of their particular characteristics.

The portfolio to be developed will consist of a collection of samples of work with levels of achievement, documents related to students grade level and objectives, performance tasks, among others, that allow for a determination of the level of achievement or performance of the student in different areas, specific performance grade level tasks, or during a specified period.

While adopting the portfolio as the mechanism for the alternate assessment, the Special Education Program has considered the importance of offering direction to the effort that is made in developing services that promote the independence and productivity of those students who, due to the nature and severity of their disabilities, face the greatest challenges.

This alternate assessment has followed the Basic Principles of the Flexibility Plan for the education of students with significant disabilities which will hopefully provide direction to the instructional effort and serve as a basis for gathering the information and evidence of progress to be included in the students' portfolios. This document was presented to a group of teachers, parents, specialists and facilitators for the purpose of obtaining their initial suggestions, prior to its use.

## Differentiated Teaching Strategies for Special Education Students

1. Identify the needs of each student.
2. Choose strategies and activities according to the needs of each student and performance task to work at the units of the curriculum maps.
3. Prepare the material with clear instructions and directed to work in the classroom (or home).
4. The teacher works with the student individually, in pairs, or in groups according to the strategy or activity performed.
5. The teacher provides tasks or printed materials.



## Alternate Assessment Techniques For Special Education Students

<b>1. Scaffolding</b>	<p>The technique involves the use of scaffolding rising complexity of tasks that lead students to increase their implementation capacity and their linguistic knowledge and command of English. Use questions to encourage an experience that builds knowledge.</p> <p>Examples of scaffolding include the appropriate use of graphic organizers, instruction and practice in pairs or small groups, adapted texts, sketches and readings partially completed with key concepts and vocabulary marking or shading. The verbal scaffolding includes techniques such as thinking aloud, paraphrase, repeat, enunciating carefully and frequently review the contextualized vocabulary, among others. The teacher models the learning strategy and then simply and gradually transfer responsibility to the student so that it can internalize the knowledge.</p>
<b>2. Reciprocal Teaching</b>	<p>It is an instructional activity where students become teachers working in reading sessions in small groups. The teacher models, then helps students to guide their group discussions using four strategies: summarizing, raise questions, clarify and predict. Once students have learned the strategies, they assume the role of the teacher, who constantly monitors and provides support. This technique is useful, as the student becomes independent in their learning process, taking possession of it. The student self-esteem increases by maintaining control over the learning situation. To help students present an interactive lesson, goes to the student's response and then restructures the lesson to correct the initial response.</p>



<p><b>3. Reciprocal Questions</b></p>	<p>The strategy promotes comprehension by tackling the ideas in a text on several stages:</p> <p>Summarizing, Questioning Clarifying Predicting</p>
<p><b>4. Critical Thinking Questions</b></p>	<p>This strategy questions the basis for process analysis, evaluation and synthesis of the collected information and how it is used, with various sources to clarify doubts. The teacher encourages students to ask questions and give answers questions beginning with "Why" and "How". As students think, they use your knowledge base and information collected from other sources to draw conclusions.</p> <p>Some suggested activities to promote critical thinking are: (1) ensure that students receive vocabulary that challenges his intellect, (2) allow students to read stories as they write questions as the level and grade, (3) provide an opportunity for students to work in groups while answering the questions that they have created.</p>
<p><b>5. Sheltered Instruction</b></p>	<p>This set of strategies is designed to teach English and the content areas. In it the linguistic demands of the lesson, without change or compromise the integrity or the extent of the material is reduced. Teachers meet the language requirements of the lesson, modifying the speed of voice and tone, using context clues and modeling, linking the instruction with the student experience, adapting the language of text or other tasks and using successful methods for learning languages. Some of these techniques include: demonstrations, visuals, graphic organizers and cooperative work. Its purpose is to make instruction more accessible to students with different levels of proficiency in English.</p>



<b>6. Hands On Experience</b>	This type of strategy involves the student in a learning experience with the intention to increase their ability to think critically. It will offer students multiple opportunities to complete activities that can demonstrate their ability to solve problems and describe the solution developed in oral form. The student is an active participant in the activities and establishes a hypothesis, describes the steps to test, develops the testing process to finalize and explain the results.
<b>7. ORAL CLOZE</b>	This is a research-based strategy and is designed for students' model fluency while reading (shared reading) is shared. The teacher read aloud, omitting strategic words; the task of the student is to complete the text systematically. The teacher uses intonation to help students to identify the words that complete the sentence. This activity can be an effective way to help students to use context clues (context clues). This becomes an activity of language, instead of a test, leading to the discussion of words and contexts.
<b>8. THINK-PAIR-SHARE</b>	This activity is used to evaluate the student's knowledge and understanding of a topic or concept. It is also an effective way to offer students the opportunity to talk with others in a structured way that tends to increase their learning. The teacher asks the students a question and allows them time to think and prepare responses. In addition, it provides time for the group to share answers and discuss ideas and thoughts among them. Students come to a consensus on their answers and share with the class.
<b>9. REPETITION AND ORAL ROUTINES</b>	This technique allows the teacher to model what you want the student to listen, learn and practice. As the teacher provides the student time to hear the correct pronunciation and the opportunity to practice, increase and develop vocabulary through repetition.



<b>10. Small Group Discussions</b>	In this technique, the teacher divides the class into small groups in order to discuss, practice and produce the English language using the concepts that the student must learn. It provides time for students to properly practice the ways of speaking the language in a controlled and safe environment in a way.
<b>11. Language Experience Approach</b>	This technique is based on the theory of schemes. Postulates that the previous experience and knowledge of the student as a starting point to be used to develop the skills of listening, speaking, reading and writing. Each student creates his own narration and transcripts, becoming, in turn, in reading material.
<b>12. Role Playing</b>	This simulation technique allows students to practice the language in an environment that provides security and is motivating and relevant to the age of the learner. Other techniques that can be used to develop communication skills are: <ul style="list-style-type: none"><li>→ recordings</li><li>→ storytelling</li><li>→ oral reading (individual or chanted)</li><li>→ dramatizations</li><li>→ attention to a sequence of oral instructions</li><li>→ shared conversations and peer groups</li><li>→ songs and games</li><li>→ interviews</li></ul>



## **Considerations Regarding the Document of Indicators for the Summative Alternate Assessment**

The document developed for the summative alternate assessment is not a test, nor is it a standardized document that seeks to compare students with others. It presents the indicators that should be considered as part of the alternate assessment of student's progress.

The grade level indicators in the Puerto Rico Core Standards do not seek to exclude other particular indicators that the COMPU sets for a student. These are grade level indicators that are worked upon by designing specific yearly expectations, and objectives in each IEP, as deemed appropriate.

The student portfolio can and ought to gather samples of work and other evidence related to the achievement of particular indicators and objectives that are part of the student's IEP, since this definitely contributes to the attainment of the general indicators considered in the summative alternate assessment.

The summative alternate assessment document includes several proposed indicators for each standard. These indicators do not represent a fixed sequence or a task analysis, since there are pre-requisites for each one that are indicated in order to reach the level of performance required by the indicator. The portfolio must gather samples of work or evidence that reflect progress toward the attainment of each indicator, including those that reflect the attainment or mastery of the pre-requisites.

The integral development of the student requires that all parties share the responsibility and effort to support the student as he/she works to reach their grade level indicators and performance tasks.

### **Use of Standards and Grade Level Indicators for the Summative Alternate Assessment and Other Related Matters**

The standards and grade level indicators shall become part of the portfolio. It shall be completed by the student's special education teacher by taking into consideration all the sources of information available including other teachers, specialists, and other school personnel who have information on the student's progress.

The portfolio and assessment document should be completed for every student participating in the alternate assessment in the school year in which students are in grades: 3, 4, 5, 6, 7, 8, 11 and according to grade age level conversion.

The gathering of information and necessary evidence for the initial portfolio should be carried out during the course of the school year. The Puerto Rico



Core Standards and Indicators for the Summative Alternate Assessment shall be completed on or before a due date.

For each student participating in the summative alternate assessment program, a statistical report will be filled out that gathers information relevant to this process. The form to be completed for this statistical report shall be distributed to districts and schools during the course of the school year.

Professional personnel from the districts, regions and central office shall provide opportunities to clarify doubts and receive technical assistance regarding the development of portfolios during the school year.

For the purpose of assuring uniformity, the Assistant Secretary for Integral Educational Services for Individuals with Disabilities shall provide file folders to be used to prepare the portfolios. These will be distributed during the first semester of the school year.

Special education teachers shall maintain, for each student who participates or will participate in the summative alternate assessment, a special folder with those materials, projects and documents from which samples or references will be selected periodically. Eventually, the portfolio will gather work samples, performance tasks and references of the school year.

The portfolio of a student may include, besides samples of work, performance tasks, communications and professional reports documenting student progress through grade level activities.

The document for the summative alternate assessment to be completed as part of the portfolio utilizes two descriptive scales. One describes the manner in which the student progresses toward the attainment of the indicators. This scale is very similar to the scale currently used to evaluate the IEP. The other aims to describe the degree of progress towards the attainment of standards and indicators, as perceived by teachers in the classroom.

The portfolio developed for a student as part of the alternate assessment is considered an educational record that the Agency develops and maintains which will guarantee the confidentiality that applies to all educational records of the student.

The Assistant Secretariat for Integral Educational Services for Individuals with Disabilities asks that interested teachers, once the process of developing the initial portfolio for students participating in the alternative evaluation during the school year is completed, submit to the Secretariat their best samples of portfolio so that the Secretariat may share them with other teachers as a model for the development of other portfolios.

The development of portfolios as an alternative for measuring the progress of students with significant disabilities provides us with the opportunity to





evaluate what we do and the results we obtain from our daily work with our students. We must acknowledge that this effort will also be a learning experience for us.

The Assistant Secretariat for Integral Educational Services will remain attentive to the development of the alternate assessment process, accepting recommendations and suggestions from teachers, and other professionals who may contribute to its improvement. Regardless of the grade level standards and indicators that might exist in the content of the portfolios, due to individual differences in our students, we must work on this assessment project remembering that the portfolio should be able to communicate what the student has attained. The portfolio should also help us reflect about this in such a way that it helps us think about what the student cannot do today that we expect him/her to accomplish on the next evaluation.

### **Gifted Students**

The DEPR recognizes the importance of differentiated instruction and individual development of each student according to their particular needs. Students identified as gifted according to law 159-2012 in Article 3.02, must be provided a variety of services that meets the educational, social and emotional needs of the student.

### **Curriculum for Gifted Students**

The curriculum for gifted students should be a rich, consistent, relevant, authentic, meaningful, rigorous and differentiated. You should lead the student beyond the zone of proximal development in the skills, knowledge, understanding, thinking, production and independence. This curriculum should encourage vertical (acceleration) and horizontal (amplitude and depth in a subject) movement. Focus on complex thinking skills, emphasis on the development of self-direction, risk taking, curiosity, imagination, and interpersonal relationships. The curriculum should be differentiated in content, process and based on the level of readiness and skill domain, interests and profile of student learning product. (Tomlinson, 2015).

Renzulli (2000) and Davis and Rimm (1998) presented three service options that schools can offer in response to the needs of gifted children and youth. These educational intervention strategies are: acceleration, enrichment, and grouping.

### **Acceleration Strategies:**

1. Entry to school early
2. Grade level or full acceleration.
3. Acceleration by subject
4. Early admission to college
5. Credit for exams
6. Dual or concurrent enrollment in high school and college



7. Dual or concurrent enrollment in elementary/intermediate and intermediate/upper school
8. Radical Acceleration

### Enrichment Strategies:

1. With this model the student is not accelerated they but remain with their peers of the same chronological age.
2. The curriculum with these students should not be given as a collection of activities or games; the learning should be planned and organized appropriately.
3. Everything the student masters should be eliminated from the curriculum.
4. The enrichment of the curriculum can be specified in three basic axis:
  - a. Curricular extension: Adding additional content to the curriculum
  - b. Curricular adaptation: Consists of designing individualized educational programs
  - c. Random enrichment: Consist in planning a series of themes and activities that include curriculum content and other external content.

### Grouping Strategies:

1. This strategy offers to the student the opportunity to interact with their peers in order to be able to receive social support and academic.
2. The options of grouping is divided in three categories:
  - a. Homogeneous classes
  - b. Heterogeneous classes
  - c. Temporary or partial time groups (pull-outs).

### Strategies for Gifted Students

1. Identify the needs of gifted students
2. Adapting the teaching
  - a. Tasks respond to a level sophisticated thinking.
  - b. Ask questions and give tasks that answers are open-ended.
  - c. Use materials or ideas to explore with the aim to discern.
  - d. To organize, encourage and provide opportunities that allow students to Promote their ideas through more than one mode.
  - e. Identify highly developed teaching skills.
  - f. Self-directing their own learning.
  - g. Work quickly with learning material.



## Differentiated Strategies for LSP

1. Offer different options within the classroom for students to access information.
2. Make the information acquired make sense and ensure that they can express what they learned.
3. Create multiple paths for students, according to their abilities, interests and needs, learn regardless of their social origin and cultural resources. Carol Ann Tomlinson (2009)

## Strategies for Students of linguistic limitations

1. Curricular differentiation
2. Text-to-voice and directed
3. Technology Integration
4. Cooperative work
5. Laboratory skills
6. Audio-lingual method
7. Communicate in Spanish / English readings using their mother tongue
8. Reciprocal Teaching
9. Tiering
10. Concept maps
11. School library as reading and research center playful method

## Section 504 (March 13, 2008- Memorandum)

Individuals with Disabilities Education Act (IDEA), provides services to students with disabilities who do not need special education. Other students with disabilities may not need special education services, but might require accommodations and services to participate in and benefit from regular education. These students are protected by Subpart D, Section 504 of the Vocational Rehabilitation Act of 1973, which applies to program and educational activities of the preschool, elementary, secondary and post-secondary level. The Vocational Rehabilitation Act, since its origin is intended to protect civil rights and prevent discrimination in federally assisted programs, providing protection to students with disabilities, receiving special education or not. Section 504 differs as follows:

1. It focuses on people with learning disabilities or whose educational development is adversely affected.
2. It encloses people who need regular education, but do not need special education.

3. A student must receive these accommodations and services that guarantee equal access and participation in educational activities in which students who are not disabled participate, although not eligible for special education service
4. Services must be determined on the basis of individual analysis of their particular needs and be met as adequately.
5. Some of these services may include the relocation of programs and activities in accessible places, accommodations in the regular classroom, special equipment or other school activities that are necessary to achieve equitable access and participation in the school environment.
6. The school prepares a plan to ensure that it has a service plan in tune with the needs identified in the assessment process.
7. Teachers of the child or young person should be part of the group that identifies needs and develops the Section 504 services.
8. Teachers and school resources guarantee the accommodations in the regular classroom and school activities to students who receive services under Section 504 Plan.
9. Teachers are to prepare summative assessment based on performance tasks and other evidence to comply with grade level expectations.
10. Evaluation is based on students School Service Plan for Section 504 prepared by teachers and resources with needs and equitable participation.



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## APPENDIX

### English Historical Development in Puerto Rico

The following timeline describes a historical view of the English Language policies in Puerto Rico as presented by Rivera (2015). It considers the various changes that have impacted the teaching of English in Puerto Rico since the U.S. occupation of the island in 1898 until the present.

#### 1898

Puerto Rico was ceded to the U.S. under the Treaty of Paris. Military government established English as the language of instruction. All subjects in public schools must be taught in English.

#### 1900 - English Language Instruction

English was the mandatory language of instruction in Puerto Rican high schools between 1900 and 1948. Commissioner of Education Brumbaugh decided that English would be the language of instruction only in the secondary schools. Educators had to learn English in order to teach classes.

#### 1902 - Official Language Act

The Official Language Act granted official status to Spanish and English. The island was declared officially bilingual. All public business would be conducted in Spanish and English.

#### 1903 - Official Language Act (amended)

United States commissioner of Education revoked the Official Language Act and reestablished English as the language of instruction in all grades.

#### 1917 - Spanish Language back in public schools

Spanish Language was reinstated as the language of instruction for the first four grades.

#### 1920 - Effort to improve English Instruction

United States teachers were employed on the island to enforce and improve the quality of English Instruction.

#### 1921 - 1930

Commissioner of Education John B. Huyke emphasized that English be spoken by English professors and students in and outside of classrooms. Books were published in English and Spanish only and any other printed materials were banned.



### **1930 - A new language Policy (English as a Second Language –ESL)**

José Padín established English as a foreign language in a pedagogical perspective. He encouraged using Spanish as the means of instruction. English was taught and used as a second language from first to eighth grade.

### **1934 - 1936 Language Policy Changes**

During Franklin Roosevelt's Presidency, the Commissioner of Education Blanton S. Winthrop, imposed English as the language of instruction in all grades.

### **1941 - Winthrop's Policy Modified**

English was reestablished as the language of instruction only in secondary schools.

### **1942 - Spanish-First language up to sixth grade**

Spanish Language was the language of instruction up to sixth grade. English was taught as a special course.

### **1948 First Governor of Puerto Rico: Luis Muñoz Marín**

Luis Muñoz Marín, the first elected Governor of Puerto Rico, established that the Spanish language was to be used as the official language from first to ninth grade. English was to be taught as a second language for one period a day.

### **1949-1950**

The Commissioner of Education Dr. Mariano Villaronga decrees vernacular teaching at all public school grade levels. This rule prevails today.

### **1968 Bilingual Education Act**

President Johnson signs the U.S. Bilingual Education Act or Title VII.

### **1970 - 1980 “Nuyorican” were trained**

The Department of Education in Puerto Rico trained migrants or "Nuyorican" to teach English to students that came from the United States Curricular Maps of America. Educational funding's were requested by the island's public system and universities for this purpose.

### **1972 – 1976**

Projects were developed for Bilingual Education in schools.

### **1978 - United States Funds**

United States provides funding for the purpose of establishing bilingual education programs, such as: Title VII, Migrant Students Programs, Bilingual Vocational Programs, Adult Education Programs, and Special Programs for Disadvantaged Students at University Level.

### **1989 - Projects Approved by the Department of Education**

The Department of Education in Puerto Rico approved projects to the Metropolitan University, Sacred Heart University and University of Turabo for the development of Bilingual Education.

### **1991 - "Spanish Only" Legislation (Law # 4)**

In 1991 the island's legislature voted to revoke Puerto Rico's official bilingualism and replaced it with Spanish as the sole official language. Governor Rafael Hernández Colón declared Spanish the main language of Puerto Rico.

### **1991 - 1992**

Project Success and Project CEMI are created to strengthen language art skills with limited proficiency in Spanish and English using computers in classrooms.

### **1993 - Pro Statehood Party Language Policy**

This law revoked and substituted the Law # 4, April 5, 1991, recognized both English and Spanish as official languages of Puerto Rico. Projects from Bilingual Education become autonomous.

### **1997 - 1998**

In an official act, Governor Pedro Roselló proclaimed English and Spanish as the official languages of Puerto Rico. The Bilingual Citizen Project was established in various schools across the island.

### **2001 – No Child Left Behind Act**

### **2011 – First Curricular Maps**

### **2012 - Bilingual Projects**

Puerto Rico's academic year began with the launching of a pilot project to teach several courses in English in 32 schools, which intended to encompass the entire educational system within 10 years. New bilingual schools and initiatives were established in Puerto Rico. These initiatives included proposals BEC-21 and ES-21 projects.



## **2013**

Pilot projects initiatives BEC-21 and ES-21 proposals concluded.

## **2014**

New Puerto Rico Core Standards and revised Curriculum Maps for all public schools under the Department of Education are mandatory.

## **2015**

On September 2015, State Senate project 1177 approved Spanish as the sole official language on the island and English is to be taught in schools as a second language.

The Curriculum Framework for the English Program is revised.

A Gender Equity Curriculum Module is established.

## **2016**

A new proposal is established based on the Dual Language Model: *Bilingual Proposal Building Language Enriched Educational Program (BLEEP)*. It aims for the mastery of literacy and content in two languages, English and Spanish. The program's goal is geared towards bilingualism (the ability to speak fluently in two languages) and biliteracy (the ability to read and write in two languages).



## Every Student Succeeds (ESSA) Act 2015

The Every Student Succeeds Act (ESSA) signed by President Obama on December, 2015 builds upon the significant success of the President's education policies and represents an important step forward to improve our education system. It replaces the No Child Left Behind Act, which was too often a burden rather than a help to achieving these goals. The law establishes that each student succeeds in college and careers through education of high academic level standards and accountability.

The law emphasizes areas of utmost importance such as:

### **TITLE I –**

**Let's States develop accountability systems** – The bill ends the federal test-based accountability system of No Child Left Behind, restoring to states the responsibility for determining how to use federally required tests for accountability purposes. States must include these tests in their accountability systems, but will be able to determine the weight of those tests in their systems. States will also be required to include graduation rates, one measure of postsecondary education or workforce readiness, and English proficiency for English learners. States will also be permitted to include other measures of student and school performance in their accountability systems in order to provide teachers, parents, and other stakeholders with a more accurate determination of school performance.

**Maintains important information for parents, teachers, and communities** – The bill maintains the federally required two tests in reading and math per child per year in grades 3 through 8 and once in high school, as well as science tests given three times between grades 3 and 12. These important measures of student achievement ensure that parents know how their children are performing and help teachers support students who are struggling to meet standards. States will be given additional flexibility to pilot innovative assessment systems in school districts across the state.

**Helps states improve low-performing schools** - The bill includes federal grants to states and school districts to help improve low performing schools that are identified by the state accountability systems. School districts will be responsible for designing evidence-based interventions for low performing schools, with technical assistance from the states, and the federal government is prohibited from mandating, prescribing, or defining the specific steps school districts and states must take to improve those schools. The bill does require that states monitor interventions implemented by school districts and take steps to further assist school districts if interventions are not effective.





**Strengthens state and local control** – The bill recognizes that states, working with school districts, teachers, and others, have the responsibility for creating accountability systems to ensure all students are learning and prepared for success. These accountability systems will be entirely state-designed but must meet federal parameters, including ensuring all students and subgroups of students are included in the accountability system, disaggregating student achievement data, and establishing challenging academic standards for all students. The federal government is prohibited from determining or approving state standards.

**Supports One-Percent Assessment for Students with the Most Significant Cognitive Disabilities** – The bill supports a state-level cap of one-percent on students with the most significant cognitive disabilities tested on the alternate individual academic growth standards. This provides school districts with flexibility, as long as the number of those proficient scores does not exceed one percent of all students in the state.

**Improves peer review process** – The bill requires the Secretary to approve a State plan within 90 days of its submission unless the U.S. Department of Education can present substantial evidence that clearly demonstrates that such State plan does not meet the bill's requirements. The U.S. Department of Education must conduct a peer review comprised of a variety of experts and practitioners with school-level and classroom experience. If a State plan receives disapproval, the bill maintains the State's right to an opportunity for a hearing and to resubmit a plan for review.

**Maintains reporting of disaggregated data** – The bill maintains annual reporting of disaggregated data of groups of children, which provides valuable information about whether all students are achieving and whether schools are meeting the particular needs of low-income students, students of color, students with disabilities, and English learners.

**Affirms state control over standards** – The bill affirms that states decide what academic standards they will adopt, without interference from Washington. The federal government may not mandate or incentivize states to adopt or maintain any particular set of standards, including Common Core. States will be free to decide what academic standards they will maintain in their states.

## **TITLE II –**

**Helps states support teachers**– The bill provides resources to states and school districts to implement various activities to support teachers, principals, and other educators, including allowable uses of funds for high quality induction programs for new teachers, ongoing professional development opportunities for teachers, and programs to recruit new educators to the profession.

**Ends federal mandates on evaluations, allows states to innovate** - The bill allows, but does not require, states to develop and implement teacher evaluation systems. This bill eliminates the definition of a highly qualified teacher—which has proven onerous to states and school districts—and provides states with the opportunity to define this term.

### **TITLE III –**

**Helps states support English learners–** This bill provides resources to states and school districts to establish, implement, and sustain high-quality language instruction educational programs designed to ensure that English learners, including immigrant children and youth, develop both English language proficiency and meet the same challenging academic standards that all children are expected to meet. The bill requires states to measure school districts' progress in these areas, and provide assistance and support to those in which language instruction educational programs are not effective. The bill also provides incentives to states and school districts to implement policies and practices that will lead to significant improvements in the instruction of English learners, including effective professional development for teachers and parent and community engagement practices. The bill affirms the state's responsibility to establish and implement statewide entrance and exit procedures for English learner programs, and provides additional information to states and school districts to help meet the needs of long-term English learners and English learners with a disability.

### **TITLE IV –**

**Requires community-based needs assessments to better target funding–** This bill requires school districts to consult with parents, teachers, school leaders, specialized instructional support staff, and other community and local government stakeholders in the planning and implementation of comprehensive programs to improve students' safety, health, well-being and individual academic growth during and after the school day. As part of the planning process, districts must conduct a needs assessment that takes into account measures or indicators of school quality, climate and safety, discipline, and additional risk factors in the community in order to better target funding based on district-level needs.

**Affirms state responsibility for supporting the coordination and implementation of high-quality programs and initiatives –** This bill affirms a State's responsibility to identify and eliminate barriers to the coordination and integration of programs, initiatives, and funding streams, and provide technical assistance and training in order to disseminate best practices, so that school districts can better meet the needs of their students and foster a positive school climate.



## TITLE V –

**Updates and strengthens charter school programs**– This bill updates and strengthens charter school programs by combining two existing programs into one Charter Schools Program, consisting of three grant competitions:

***High-Quality Charter Schools:*** Grants to State entities to start new charter schools and to replicate or expand high-quality charter schools, including by developing facilities, hiring and preparing teachers, and providing transportation.

***Facilities Financing Assistance:*** Grants to public or private nonprofit entities to demonstrate innovative methods of enhancing credit to finance the acquisition, construction, or renovation of facilities for charter schools.

***Replication and Expansion:*** As part of national activities, grants to charter management organizations to replicate or expand high-quality charter schools.

The bill also provides incentives for states to adopt stronger charter school authorizing practices, increases charter school transparency and improves community engagement in the implementation and operation of each charter school receiving funds to ensure charter school success.

**Prioritizes grants to evidence-based magnet school programs** – This bill prioritizes grants to evidence-based magnet school programs, including inter-district and regional magnet programs, and provides opportunities to expand magnet school programs with a demonstrated record of success. It also requires magnet school programs to assess, monitor, and evaluate the impact of the activities to improve socioeconomic and racial integration and student achievement.

## TITLE VI –

**Supports rural schools** – This bill supports rural schools by providing more flexible use of federal funding to enable rural districts to more effectively implement programs, and maintains the authorization of the Small, Rural School Achievement Program (SRSA) and the Rural and Low-Income School (RLIS) program. Additionally, it allows for dual eligible districts, those eligible for both SRSA and RLIS, to choose which program they would like to apply for funding. Under current law, districts that are eligible for SRSA but do not receive funding, are still ineligible for RLIS.

## TITLE VII –

**Supports programs for American Indian and Alaska Native students** – This bill provides formula grants and competitive grants to support local development of programs for American Indian and Alaska Native students. This bill fosters

greater coordination and local community involvement with schools and tribes in the delivery of programs for all Native American students.

#### **TITLE VIII –**

**Updates the Impact Aid formula** – This bill includes language included in *The National Defense Authorization Act* that replaces the complicated, outdated Impact Aid formula with a simple, objective calculation for program eligibility. This removes the subjectivity from the program and will speed-up payments to school districts across the country.

#### **TITLE IX –**

**Improves Maintenance of Effort requirements** – The bill maintains important fiscal protections of federal dollars but provides additional flexibility for states and school districts to meet maintenance of effort requirements, which help ensure that federal dollars supplement state and local education dollars.

**Prohibits federal government from imposing additional requirements on states seeking waivers**– This bill prohibits the Secretary from mandating additional requirements for states or school districts seeking waivers from federal law. The bill also limits the Secretary’s authority to disapprove a waiver request.

#### **TITLE X –**

**Ensures homeless students have access to critical supports to improve school stability** – This bill recognizes the unique challenges that homeless students face and provides the necessary supports for homeless students to enroll, attend, and succeed in school. In particular, the bill ensures that school district liaisons have the necessary time and training to fulfill their responsibilities, increases support for unaccompanied youths, and improves provisions designed to increase school stability for homeless students. The bill also ensures that homeless youth have access to all services provided by the state and school districts, including charter and magnet schools, summer school, career and technical education, advanced placement courses, and online learning opportunities.

#### **EARLY CHILDHOOD –**

**Ensures that federal funds may be used for early education programs** – This bill ensures that Federal funds can be allocated for early childhood education, by clarifying that states, school districts, and schools can spend ESEA dollars to improve early childhood education programs. These provisions apply to various titles including Title I, Title II (supports for teachers and school leaders) and Title III (programs serving English learners).



## Difference Between an Approach, a Strategy, and a Technique



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**An approach reflects a theoretical model or research paradigm. It provides a broad philosophical perspective on language teaching including the theory, nature of language learning, psychological and pedagogical principles.**

**Strategies are the conscious actions used by teachers to help learners improve their language learning. Teachers must develop and model the strategy in order to facilitate it being used by the students. The use of a strategy requires a plan of action to accomplish a specific goal.**

**Techniques are specific classroom activities that represent the most specific and concrete parts of a method used in teaching a second language. This involves the actual practices and procedures of teaching the educator prefers.**