



## **Curriculum Assignment: Analyzing a Curriculum through the EDDN 635 Alignment Reflection Tool**

(Template: Adjusted from A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards)

This assignment requires you to analyze a curriculum map for a chosen instructional level and discipline, focusing on integrating accommodations for English Language Learners (ELLs)/Multilingual Learners (MLs). You will apply your knowledge of learning standards and ESOL best practices to create a curriculum that is both inclusive and rigorous. You must use the template in this document to complete your submission.

### **Objectives:**

- To analyze and synthesize academic standards with ESOL instructional strategies using an existing curriculum map.
- To critically analyze existing curriculum structures for their inclusivity and effectiveness in supporting & teaching multilingual students.
- To evaluate instructional accommodations and digital tool that address the diverse needs of ELLs.

### **Instructions:**

#### *Selection and Research:*

- Choose an instructional level (e.g., elementary, middle, high school) and a discipline (e.g., Math, Science, Social Studies).
- Research the New York State academic learning standards for your chosen discipline.
- Review the ESOL best practices for curriculum design and assessment.

### **Curriculum Map Analysis:**

- Complete all the steps in the template.
- Write a reflective piece discussing the challenges and considerations encountered while designing the curriculum map.
- Reflect on the potential impact of your proposed accommodations on MLs' learning experiences.

## Adjusted NYS Curriculum Alignment Reflection Tool for Next Generation English Language Arts (ELA) Units

To assist with the development of local curriculum, the NYS Education Department has taken some of the key hallmarks from the literacy briefs and created the *NYS Curriculum Alignment Reflection Tool for Next Generation English Language Arts (ELA) Units*.

Evaluating evidence of the indicators provided in this tool is a process that engages educators and administrators in thoughtful conversations around curricular and instructional decisions. This resource supports districts and classroom teachers as they plan instruction for all students.

The NYS Curriculum Alignment Reflection Tool for English Language Arts (ELA) can be used by curriculum writers and classroom teachers to evaluate the degree of standards alignment for existing or proposed ELA units. For the purpose of this tool, curriculum is defined as the content, concepts, and skills students learn throughout a full year of instruction. Curriculum resources include lessons, books, and materials aligned to the Next Generation ELA Standards. Units typically extend over a sustained period-of-time and can be as brief as a few weeks or longer, depending on local choice. The time allotted to each unit depends on the depth and breadth of knowledge and skills included. This tool provides a space to reflect on the indicators of standards-based ELA instruction present in an existing or proposed unit.

The tool's indicators represent best practices in English Language Arts instruction. Informed by the research in [Topic Briefs on Advanced Literacies](#), as well as the [Introduction](#) to the Next Generation ELA Learning Standards, the indicators are guidelines intended to support research-based practices. It is understood that **not all indicators will necessarily be represented in a single unit**. However, all the standards and indicators should be addressed over the course of the school year to ensure all students are provided a comprehensive sequence of instruction, aligned to the Next Generation ELA Standards.

Curriculum alignment and development is a fluid, ongoing process; therefore, revisions and adjustments should continue to be made following students' engagement with the curriculum and assessment of student learning. Knowing educators constantly reflect, the tool also provides a space for reflection following implementation of the unit.

Although this tool is most appropriate for 3<sup>rd</sup> through 12<sup>th</sup> grade learning environments, it could also be used in prekindergarten through 2<sup>nd</sup> grade environments, with modifications to reflect developmentally-appropriate practices as well as the inclusion of all domains of early learning.

Here are additional resources: [BOCES](#) & [teacher center](#)

**Grade: 1<sup>ST</sup> Grade**

**Unit Title / Topic(s): Learning About the World; Reading Nonfiction**

Complete the **Rationale, Standards & Assessment Summary, Indicators Alignment Log, and Final Analysis** for each unit of study in your English Language Arts curriculum.

### **Rationale**

*Think about why you are teaching this unit. How does the unit prepare our Multilingual (ML) students to become lifelong readers, writers, learners, and thinkers?*

I am teaching this unit because it helps students answer a few essential questions: How do we learn about the world through nonfiction? What can we do when we come across a word we don't know? How can looking at text features help us to learn more about the book? These wonders will give students the goal of identifying nonfiction books and getting their minds ready to read. They will use strategies to solve unknown words and understand nonfiction text features. Students will learn about books about real life (nonfiction) and start learning about new topics that they may or may not be familiar with. They will have conversations with peers about what they have read.

The unit's emphasis on nonfiction texts serves to immerse students in real-world themes and current issues, thereby sparking greater curiosity and engagement with the material. Nonfiction texts often deal with real-world problems, historical events, scientific discoveries, and diverse cultures, providing students with valuable insights and practical knowledge that extends beyond the classroom. By exploring nonfiction, students are encouraged to think critically about the world around them. They learn to analyze and evaluate information, discern credible sources, and understand different perspectives. This exposure not only broadens their knowledge base but also enhances their ability to connect academic content with real-life applications, making learning more relevant and impactful.

In addition, the unit's focus on peer discussions plays a crucial role in the learning process. When students engage in conversations about the nonfiction texts they read, they are given the opportunity to articulate their thoughts, ask questions, and explore different viewpoints. This collaborative approach fosters social learning, where students benefit from the diverse perspectives and insights of their peers. Peer discussions also enhance comprehension by providing a platform for students to clarify their understanding, debate interpretations, and delve deeper into the material. Through dialogue, students can test their ideas, receive feedback, and refine their understanding of the text. This interactive process not only strengthens their grasp of the content but also builds critical thinking and communication skills.

Overall, the combination of engaging with nonfiction texts and participating in peer discussions creates a dynamic learning environment that promotes both intellectual growth and social development. Students are not only exposed to important real-world issues but are also given the tools to think critically and collaborate effectively, paving the way for a more enriched educational experience.

### **Standards & Assessment Summary**

*Which Next Generation ELA Standards are taught through this unit? How are they assessed?*

	Standards	Assessment
Reading Standard(s)	1R1: Develop and answer questions about key ideas and details in a text. (RI&RL) 1R2: Identify a main topic or idea in a text and retell important details. (RI&RL) 1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1RF3: Know and apply phonics and word analysis skills in decoding words.	TC Informal and Formal Running Records

Writing Standard(s)	1L5: Demonstrate understanding of word relationships and nuances in word meanings.	Written work on an informational piece
Speaking & Listening Standard(s)	1SL2: Develop and answer questions about key details in diverse texts and formats.	Conference and anecdotal notes
Language Standard(s)	1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. 1L5: Demonstrate understanding of word relationships and nuances in word meanings.	Post-workshop clarifying meaning of words, skills, and strategies

*Note: Standards are in separate rows for planning purposes; however, standards are likely to be integrated throughout the unit. While all standards will be addressed throughout the year, not all standards will be present in one unit.*

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## Core Elements • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ESOL/BLE Curriculum/Instruction	Evidence in Unit	Alignment Scale
Lessons are developed within an <a href="#">instructional cycle</a> , focusing on a <a href="#">multifaceted topic</a> and including a clear purpose and progression for ML students.	This nonfiction unit follows an instructional cycle, as it is a clearly defined framework that encourages cooperation and shared accountability among teachers in a team. It focuses on the topic of the nonfiction genre and is centered around essential questions. There is a clear purpose for ML students since they are to stop and think of what to do when they come across a word that they do not know.	+
Includes inquiry, critical thinking, and/or problem solving.	Students are required to solve hard words in leveled text. They must also understand new vocabulary words and their meanings.	+
Includes opportunities to practice reading, writing, listening, and speaking for multiple purposes (including learning and pleasure) with <a href="#">authentic</a> texts/audiences and real-world contexts.	<ul style="list-style-type: none"> <li>• “Super Storms”- Seymour Simon</li> <li>• “Owls”- Mary R. Dunn</li> <li>• “Hang on Monkey”- Susan B. Neuman</li> <li>• “I Want to be a Doctor” by Dan Leibman</li> <li>• “Sharks” by Anne Scheiber</li> <li>• Virtual Libraries (Genre based, them based, etc.)</li> <li>• Virtual Leveled Library (fiction and nonfiction)</li> <li>• <a href="#">Spiders</a></li> </ul>	+
Includes opportunities for written, spoken, visual, and/or digital responses, affording time for skills practice in the use of current, <a href="#">digital media</a> .	<p>Sentence Prompts- These will benefit all students, especially our <b><u>students with special needs and ELL</u></b> population with their oral language.</p> <ul style="list-style-type: none"> <li>• I predict I will learn _____ because _____</li> <li>• At first I didn’t understand _____</li> <li>• I am wondering _____</li> </ul>	+

### Alignment Scale

- + prevalent
- ✓ present
- partially present
- n/a not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.

→ Use this space to reflect on the unit after implementation.

**Reflection after Implementation:** The curriculum strongly aligns with all of these core elements. The instructional cycle is clearly defined, focusing on nonfiction texts and essential questions that provide a clear purpose for ML students. Students are engaged in solving unknown words and understanding new vocabulary, promoting critical thinking and problem-solving skills. The curriculum aligns well also by incorporating sentence prompts that aid in both spoken and written responses, though there is room for increased use of digital media. Lastly, the curriculum employs multiple assessment formats, ensuring a comprehensive evaluation of student progress.

	<ul style="list-style-type: none"> <li>This part/book is about _____</li> </ul>	
Utilizes a variety of assessments, including pre-, self-, formative, and summative. Multiple assessment formats are utilized, including observation and peer/teacher feedback.	<b>Unit Assessment:</b> <ul style="list-style-type: none"> <li>TC Running Records (informal &amp; formal) <ul style="list-style-type: none"> <li>Informals are conducted with students who are performing below grade level (During this unit E and below)</li> <li>Does the child still point under words?</li> <li>Does the child pause often to solve many words, with little or no automaticity?</li> <li>Does the child read only one or two words at a time, rarely scooping words into meaningful phrases?</li> </ul> </li> <li>Assess students' thinking in nonfiction books.</li> <li>Conference Note based on standard</li> <li>Anecdotal Notes (Guided Reading) and partner reading</li> <li>High-frequency word assessments</li> <li>Post workshop share of skills and strategies</li> </ul>	+

#### Alignment Scale

- + prevalent
- ✓ present
- partially present
- n/a** not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.

→ Use this space to reflect on the unit after implementation.

#### **Reflection after Implementation**

### Supporting All Students • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Classroom and instructional practices are research-based, developmentally appropriate, inclusive, and capitalize on linguistic and cultural diversity.	<ul style="list-style-type: none"> <li>Gather a variety of high-interest informational books that span your students' current just-right levels. <ul style="list-style-type: none"> <li>Culturally Responsive Texts (students cultures, holidays, food, activities, clothes, etc.</li> </ul> </li> </ul>	+
Classroom and instructional practices are flexible, use scaffolds when appropriate, and promote equal opportunities to learn for all students.	<b>Links to Additional Supports Based on Unit (can be Inquiry Unit / Vertical Action / ELL Targeted Supports):</b> <ul style="list-style-type: none"> <li>Small group/One to one</li> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> </ul>	+
Technology is used to personalize learning and empower students to take responsibility for their own learning.	Texts present on Raz-kids	-
Adequate time and multiple opportunities are provided for ML students' mastery of learning processes.	<ul style="list-style-type: none"> <li>Word Study (blends, digraphs, power words, rhyming words, cvc words, vowel teams, contractions, etc.)</li> <li>Supporting and encouraging partner</li> <li>Visual aids</li> <li>Snap words</li> </ul>	+

#### Alignment Scale

+ prevalent  
✓ present  
- partially present  
n/a not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.  
→ Use this space to reflect on the unit after implementation.

**Reflection after Implementation:** The curriculum aligns excellently with this indicator by incorporating culturally responsive texts and practices that reflect students' diverse backgrounds, the curriculum includes various scaffolds and supports tailored to individual student needs, promoting equity in learning, and offers ample opportunities and time for ML students to master language skills through repeated practice and support. The technology indicator is moderately aligned. While some digital resources are used, there is potential for further integration of technology to personalize learning experiences more effectively.

	<ul style="list-style-type: none"> <li>• Chapter walks</li> <li>• Picture walks</li> <li>• Use beginnings sounds to identify tricky words and checking the picture</li> </ul>	
Planned learning environment supports quality interactions and collaboration through flexible grouping and work spaces; encourages utilization of peers as <a href="#">language resources</a> when speaking, reading, and writing.		n/a

#### Alignment Scale

- + prevalent
- ✓ present
- partially present
- n/a** not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.

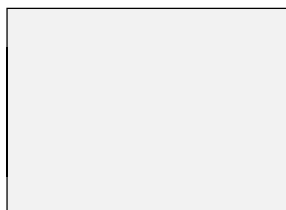
→ Use this space to reflect on the unit after implementation.

#### **Reflection after Implementation**



**Engaging, Content-Rich Texts • Indicators Alignment Log**  
(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction with a focus on ML's	Evidence in Unit	Alignment Scale
Multiple, <a href="#">content-rich</a> , <a href="#">high-interest</a> , grade-level, accessible texts are utilized.	Texts like “Super Storms” by Seymour Simon, “Owls” by Mary R. Dunn, and others provide engaging, content-rich reading material.	+
Texts feature essential knowledge that students need to answer a ‘big’ question or idea that guides the unit.	<p>Each text is chosen to help students explore nonfiction genres and answer essential questions about the world through nonfiction. Texts provide many illustrations and allow students to go on chapter and picture walks. This will help to familiarize students with text structures and features. This helps to build schema and set a purpose for reading, which contributes to comprehension of the text.</p> <ul style="list-style-type: none"> <li>○ A chapter walk consists of leading students through each section of a chapter before they begin reading. During a chapter walk, we will discuss the chapter's title and subtitles, which can provide indications about its content and structure. We will examine any headings or subheadings that divide the chapter into small sections and highlight essential points. Examine graphics such as charts, graphs, or photographs that accompany the text and discuss their significance. Identify and discuss any summary points, keywords, or questions at the end of the chapter, which can help students focus on what to read.</li> </ul>	+



applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.

→ Use this space to reflect on the unit after implementation.

**Reflection after Implementation**

Text selection process considers culturally responsive and relevant texts; texts are available in students' <a href="#">home languages</a> when available and appropriate.	<p>The unit includes culturally responsive texts that reflect students' backgrounds and experiences.</p> <ul style="list-style-type: none"> <li>○ Culturally Responsive Texts (students cultures, holidays, food, activities, clothes, etc.</li> </ul>	+
<a href="#">Texts</a> represent a variety of formats (e.g., printed material, speech, graphics, visual art, digital representations, video, and/or other visual and audio depictions of ideas, concepts, and experiences).	Texts are available in various formats, including print, digital, and visual media, to cater to diverse learning preferences. Graphic organizers will be used to help students better understand and retain information.	√
<div> <div> <b>Alignment Scale</b>  + prevalent  √ present  - partially present  <b>n/a</b> not applicable </div> <div> <b>Reflection after Implementation:</b> The alignment is strong with a variety of nonfiction texts included, though further details on specific texts could strengthen this area. essential questions guiding the unit and texts chosen to help answer these questions. In terms of a variety of formats, the alignment is moderate. While print and digital texts are included, incorporating more varied formats like videos or audio could improve this alignment. </div> </div>		

Alignment Scale

- + prevalent
- √ present
- partially present
- n/a** not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.

→ Use this space to reflect on the unit after implementation.

Reflection after Implementation

### Building Written Language • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA/ML Curriculum/Instruction	Evidence in Unit	Alignment Scale
Writing tasks are appropriately challenging and include a variety of formats.	Writing tasks include responses to texts, summarizing, and informational writing pieces. This might involve simple tasks like drawing a picture of their favorite part of a story and writing a few sentences about it, or answering basic questions about the characters or events in a text. This activity encourages students to think critically about what they have read and articulate their responses, fostering a deeper connection with the material.	+
Writing is used as a method for <a href="#">consolidating thinking</a> before and after reading (e.g., summarizing or responding by sharing opinions).		n/a
Time is afforded to plan, revise, edit, rewrite, or try a new approach while writing. Writing models/examples are created with and/or analyzed by students.	Students are given time to plan, revise, and edit their writing, with models and examples provided for guidance, such as a graphic organizer.	-
An <a href="#">extended written piece</a> is produced to demonstrate understanding of content and language.	Students produce an extended informational writing piece to demonstrate their understanding of nonfiction texts.	+
Opportunities to use oral language and discussion to facilitate the writing process are built into the unit.	<p>Oral language and discussion activities are incorporated to help students organize and express their thoughts before writing.</p> <ul style="list-style-type: none"> <li>- Students can engage in "think-pair-share" exercises where they discuss their thoughts about a story or topic with a partner before sharing with the whole class.</li> <li>- Teachers can use storytelling prompts, where students describe what they think will happen next in a story or recount an event from their own lives.</li> <li>- These activities help students organize their thoughts and gain confidence in expressing themselves verbally, which translates into more coherent writing.</li> </ul>	+

<a href="#">Target words</a> , previously taught words, instruction in grammar/mechanics, language structures, and/or strategies for <a href="#">academic language</a> are included in unit.	Instruction includes target vocabulary, grammar, and language structures to support academic writing.	+
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#### Alignment Scale

+ prevalent  
 ✓ present  
 - partially present  
 n/a not applicable

☐ Use the alignment scale to determine the degree to which the unit aligns with each indicator..

**Reflection after Implementation:** The alignment is strong, with writing tasks that vary in format and complexity, encouraging skill development and students engage in writing activities that help consolidate their understanding of texts. Discussions and oral language activities are integrated to support writing development, and there is explicit focus on vocabulary and language structures to support academic language development. In terms of time, the alignment is moderate. While planning and editing are included, more explicit time for rewriting and trying new approaches could be beneficial. Additionally, including more opportunities for extended writing pieces could enhance this aspect.

**Academic Vocabulary • Indicators Alignment Log**  
**(Please note that not all indicators need to be present in a single unit)**

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Multiple formats, methods, and opportunities are utilized to deepen language skills, background knowledge, and academic vocabulary.	Activities include word study, vocabulary exercises, and interactive read-alouds to deepen language skills. For example, students participate in daily word study sessions where they explore word patterns and meanings, enhancing their vocabulary comprehension. Vocabulary exercises are integrated into reading and writing tasks, providing repeated exposure to new words in various contexts. Interactive read-alouds involve discussions about word meanings and usage, encouraging students to think critically about language.	+
<a href="#">Target words</a> (academic vocabulary) and <a href="#">word-learning strategies</a> are taught to aid in and communicate students' understanding of concepts and text.	Students learn target academic vocabulary and strategies to understand and use new words. Specific words are selected from the texts being studied, and explicit instruction is given on their meanings and usage. Strategies such as context clues, word roots, and affixes are taught to help students decode and understand new vocabulary. Students are encouraged to use these words in their speaking and writing, reinforcing their understanding and retention.	+
Differences between the conventions of academic English and features of informal written communication, speech, and electronic communication are emphasized.	Instruction includes distinguishing academic English from informal communication and emphasizing proper usage in writing and speech. Lessons highlight the differences in vocabulary, tone, and structure between academic and informal language. Students engage in activities that contrast academic writing with informal texting or casual conversation, helping them recognize appropriate contexts for each style. This instruction supports students in developing a formal academic voice for school tasks while maintaining their ability to communicate informally with peers.	√

**Alignment Scale**

+ prevalent  
 √ present  
 - partially present  
 n/a not applicable

☐ Use the alignment scale to determine the degree to which the unit aligns with each indicator.

**Reflection:** The curriculum is robust in its approach to teaching academic vocabulary, particularly for multilingual learners. The strong alignment in multiple formats, methods, and word-learning strategies indicates a comprehensive and effective vocabulary instruction framework. However, the moderate alignment in distinguishing academic and informal language suggests that additional emphasis and practice could further enhance students' understanding and usage of academic English.

☐ Use this space to reflect on the unit after implementation.



### Classroom Discussion • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction with a focus on MLs	Evidence in Unit	Alignment Scale
Classroom discussion is used to support reading, writing, and build conversational and academic language for MLs.	The unit includes structured discussion times during reading sessions and post-reading activities where students discuss the text in pairs or small groups, aiding in the development of both conversational and academic language.	+
<a href="#">Target words</a> and other academic language are utilized during peer-peer and teacher-peer discussion; students are encouraged to experiment with language.	Students are given sentence prompts and target vocabulary to use during discussions. These discussions often include teacher modeling and peer interactions, which encourage students to use new words and language structures.	+
Unit includes frequent use of discussion formats (small group, jigsaw, etc.) and opportunities to make connections (to self, other texts, ideas, cultures, eras, etc.).	The unit employs various discussion formats such as small group discussions, partner talks, and whole-class discussions. Students are encouraged to make connections to their own experiences and other texts.	+

#### Alignment Scale

+ prevalent  
 ✓ present  
 - partially present  
 n/a not applicable

- ☐ Use the alignment scale to determine the degree to which the unit aligns with each indicator.  
☐ Use this space to reflect on

**Reflection:** The analysis of the classroom discussion component within the curriculum reveals strong alignment with high-quality ELA instructional practices, especially those focused on MLs. The curriculum effectively uses discussions to support the development of reading, writing, and language skills. By integrating structured discussion activities, using target vocabulary, and employing varied discussion formats, the curriculum fosters a rich language environment that supports the diverse needs of MLs.

☐ Use this space to reflect on the unit after implementation.



## **Final Analysis & Reflection**

Having completed the tool, provide a final statement/reflection of your curriculum analysis. Consider the comprehensive inclusion of indicators (understanding that not all indicators may be represented in a unit), how well they were addressed, the use and assessment of standards, and how all these aspects relate to the stated goals and rationale of the unit.

Upon completing the curriculum analysis using the EDDN 635 Alignment Reflection Tool, several key observations can be made about the unit's alignment with high-quality instructional practices and standards. The unit demonstrates a strong commitment to incorporating a wide range of high-quality ELA curriculum and instructional indicators. It effectively integrates opportunities for inquiry, critical thinking, and problem-solving, essential for developing students' analytical skills. Additionally, the unit provides multiple avenues for students to practice reading, writing, listening, and speaking, which can be applied to diverse learning styles and preferences.

The unit does well in promoting inclusive and culturally responsive practices. It includes many areas of high-interest, culturally relevant texts that reflect students' backgrounds and experiences, enhancing engagement and relatability. The use of scaffolded supports and flexible instructional practices ensures that all students, including Multilingual Learners (MLs), have equitable access to learning opportunities. The unit also aligns well with the educational standards, utilizing a variety of assessment methods to watch student progress. The inclusion of both formative and summative assessments allows for continuous monitoring and adjustment of instruction based on student needs. The use of assessments such as TC Running Records, anecdotal notes, and high-frequency word assessments provides a comprehensive view of students' reading and writing skills development. The primary goal of the unit is to help students understand nonfiction texts and apply strategies to solve unknown words and comprehend text features. The unit successfully addresses this goal by providing structured opportunities for students to

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engage with nonfiction genres and essential questions. The focus on vocabulary development, comprehension strategies, and writing tasks aligns well with the stated objectives, ensuring that students build a strong understanding of nonfiction texts.

While the unit is strong in many areas, there is room for improvement in integrating technology to further personalize learning and provide interactive experiences. Enhancing the use of technology can engage students more deeply and cater to diverse learning preferences. Overall, the unit is well-designed, offering a balanced approach to ELA instruction that supports all students, including MLs. It effectively combines rigorous academic standards with inclusive and culturally responsive practices. The thoughtful integration of assessments and scaffolded supports ensures that students are not only meeting but exceeding learning expectations. Moving forward, incorporating more technology-based learning activities can further enhance the unit's effectiveness and engagement. By addressing these aspects, the unit not only meets the high standards of quality ELA instruction but also provides a supportive and enriching learning environment for all students.

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# Glossary of Terms

academic language – key terms used in a discipline (e.g., photosynthesis, Fertile Crescent, alliteration) as well as general-purpose language used in all academic texts and talk (e.g., words like “however” and “therefore” that connect ideas; phrases like, “some have argued” or “research suggests” that signal the writer’s viewpoint and support argumentation)

advanced literacies – the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences; advanced literacies promote the understanding and use of text for a variety of purposes

authentic – pertaining to the real world with relevance to the learner (e.g., the school board represents an authentic audience for 4<sup>th</sup> graders writing an argument about cafeteria menus)

consolidating thinking – combining thoughts into a single, more effective, or coherent whole (e.g., summarizing)

content-rich text – text relevant to the unit’s big idea that features background knowledge and academic vocabulary

digital media – audio/visual content that may include websites, social networks, videos, graphics, slideshows, or other electronic forms

extended written piece – a fully developed essay, story, feature article or informational piece, research paper, poem, argument, narrative, or other written piece, guided by the expectations of the genre

high-interest text – text that motivates students to read (*Reminder: When choosing texts to meet the Next*

*Generation Learning Standards, teachers should provide a balance of classic and contemporary literature (both full-length and shorter works). Work should be culturally responsive, relevant to all students, and available in the home language when possible. Texts should reflect a global and diverse variety of authors, time periods, genres, and cultural perspectives.)*

home language – the primary language spoken at a student’s home (Native Language or Mother Tongue)

instructional cycle – a lesson sequence made up of varied core learning tasks that build from one to the next, enabling the study of content-based themes, academic words, and word-learning strategies

language resources – the structures, tools, processes, and people from which students acquire language (e.g., the use of language structures and words found in mentor texts or adopting language peers use successfully in their own text or speech)

multifaceted topic – a concept that can be explored across disciplines and from multiple perspectives

target words – a small set of academic vocabulary that teachers teach within a lesson or unit; target words should help students understand the text, learn and talk about the unit’s theme, and comprehend material across content areas

text – printed material, as well as speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences

word-learning strategies – methods students use to try to figure out the meaning of unfamiliar words they encounter while reading (e.g., breaking words into meaningful parts, using clues in surrounding text, consciously attending to words)

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