Teacher Professional Development Rationales and Resources on
How to Meet the Language Demands of New College- and Career-Ready Standards

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Newly-adopted college- and career-ready standards and accountability requirements will oblige teachers to increase emphases on deeper learning activities. As the cognitive levels of academic activities increase in complexity and abstraction, the sophistication of the language that students will need in order to receive, to interact with, and to use to produce content-specific knowledge, skills, and abilities will also intensify. To support growth in teachers' professional practice, professional developers will require exemplars for teachers to view, discuss, and connect to their current practices and/or incorporate into planned changes for their future practices.

Beginning on page 14, this brief provides teacher professional development trainers with active links to web-based resources that they can use when showing teachers how to improve students' abilities to meet the language demands of instruction and assessment aligned with college- and career-ready standards. An online database of these resources, with full descriptions and analyses, is posted at http://csai-online.org.

Background Rationale #1 for Teacher Professional Development on Improving Students' Language Access to Standards-Aligned Instruction: Increased Accountability for Deeper, More Meaningful, and Cognitively Challenging Instruction

Newly adopted state college- and career-ready standards,[1] in particular those based on the Common Core State Standards (CCSS), contain deeper emphases on critical thinking, problem solving, and communication than are found in most states' previous content standards. Previous state standards primarily focused on Depth of Knowledge (DOK) Level 1 skills (such as recalling, drawing, defining, listing, and labeling) and DOK Level 2 skills (such as graphing, predicting, and comparing), while the new content standards contain additional emphases on DOK Levels 3 and 4, requiring students to draw conclusions, cite evidence, explain, and/or revise (DOK Level 3) or to analyze, critique, synthesize, and/or connect (DOK Level 4) (Yuan & Le, 2012).

The increase in the DOK in the content standards will be evident in upcoming summative assessments. More than a third of test items in the new Partnership for Assessment of Readiness for College and Careers (PARCC) or Smarter Balanced Assessment Consortium (Smarter Balanced) summative assessments based on the grades 3–8 and high school CCSS will involve student performance at DOK Levels 3 and 4 (Herman & Linn, 2013). As a result, students taking these new summative assessments, beginning in spring 2015, will be faced with test items that contain a dramatic upward shift in intellectual rigor.

Figure 1. Depth of Knowledge chart (Webb, Alt, Ely, & Vesperman, 2005)

Typically in American schools, curriculum and instructional design have employed the strategy of exposing students to a large number of individual standards in an effort to prepare students for the spring summative assessments. However, the decontextualized, "mile-wide/inch-deep" approach which characterized American approaches to curriculum development and instruction during previous decades has undermined students' abilities to coherently process and organize content knowledge and skills associated with deeper learning competencies (Nelson, 2003; Schmidt et al., 2001). "Marching through a list of topics or skills cannot be a 'guaranteed and viable' way to ever yield the sophisticated outcomes that
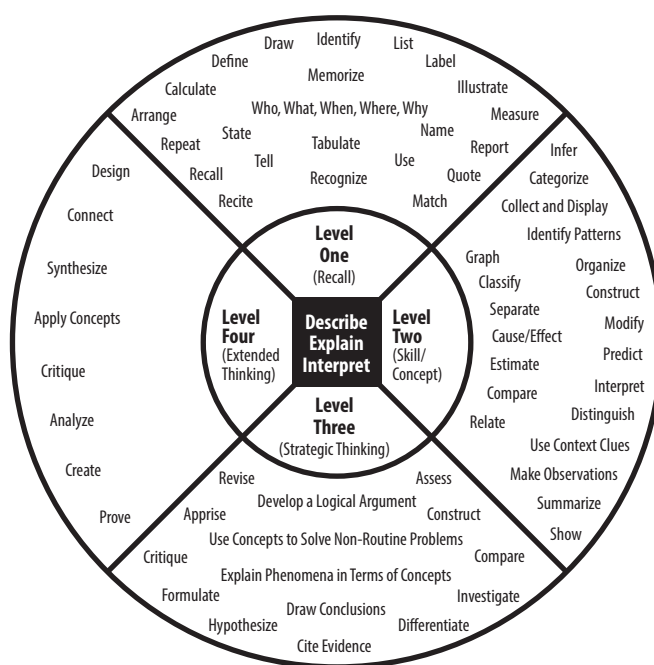
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1   Many states have chosen to name their newly-adopted Common Core-based standards in English language arts and mathematics (NGA and CCSSO, 2010) using a variant of the "college- and career-ready" term used in U.S. Department of Education Flexibility Waiver requirements. The U.S. Department of Education term encompasses both states which have adopted the Common Core State Standards and states which have adopted their own rigorous standards that demonstrate student readiness for college and careers (U.S. Department of Education, 2012).

the CCSS envision" (McTighe & Wiggins, 2012, p. 1). Indeed, cognitive science research has shown that students are able to more effectively develop the pathways needed to master and retain knowledge and skills associated with DOK Levels 3 and 4 when they are provided with opportunities for cooperative learning, deeper discussion, writing, problem solving, and simulations, allowing them to make meaningful connections between new information and existing knowledge (Bransford, Brown, & Cocking, 2000).

A decontextualized, "mile wide/inch deep" approach where teachers march through a list of topics or skills undermines students' abilities to effectively process and develop the pathways needed for mastering the deeper learning competencies found at DOK Levels 3 and 4.

To prepare students for the dramatic upward shift in intellectual rigor of summative assessments, Herman and Linn (2013) recommend that schools and districts focus on the claims on which their respective consortia summative assessments are based and use the claims to *coherently* present the individual assessment targets or evidence statements (for example, in the form of units or modules). The claims can be used as a strategy to target "a reasonable number of major learning goals. [They] represent the broad competencies that students need for college and career readiness" (p. 19). The following tables provide a summary of the two consortia's claims for English language arts (ELA) and mathematics (drawn from Herman & Linn, 2013, p. 8).

TABLE 1. Consortia claims for their respective English language arts summative assessments

PARCC	Smarter Balanced
1. Reading: Students read and comprehend a range of sufficiently complex texts independently	1. Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts
2. Writing: Students write effectively when using and/or analyzing sources	2. Writing: Students can produce effective and well-grounded writing for a range of purposes and audiences
3. Research: Students build and present knowledge through research and the integration, comparison, and synthesis of ideas	3. Speaking and Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences
	4. Research/Inquiry: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information

TABLE 2. Consortia claims for their respective mathematics summative assessments

PARCC	Smarter Balanced
1. Major Concepts and Procedures: Students solve problems involving the major content for grade level with connections to practices 2. Additional and Supporting Concepts and Procedures: Students solve problems involving the additional and supporting content for their grade level with connections to practice 3. Expressing Math Reasoning: Students express mathematical reasoning by constructing mathematical arguments and critiques 4. Modeling Real World Problems: Students solve real world problems engaging particularly in the modeling practice 5. Fluency: Students demonstrate fluency in areas set forth in the Standards for Content in grades 3–6	1. Concepts and Procedures: Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency 2. Problem Solving: Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies 3. Communicating Reasoning: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others 4. Modeling and Data Analysis: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems

PARCC has organized its claims for its assessments into Model Content Frameworks for grades 3–8 and high school.[2] The Model Content Frameworks are designed to offer schools and districts "a model of how the standards for a particular grade level could be organized into four instructional modules"[3] (PARCC, 2012, p. 1). At their heart, listening/speaking, reading, writing, and research can serve as media through which content-area knowledge can be explored and deepened. As indicated in Figure 2, the Model Content Frameworks use culminating projects/research tasks as a strategy for framing the Standards around deeper learning experiences. "Research tasks are given special prominence in the Model Content Frameworks, reflecting the deep connection that research has to building and integrating knowledge while developing expertise on various topics" (PARCC, 2012, p. 5).

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2   Model Content Frameworks for grades K–2 will be released by PARCC in late summer 2014. See http://www.parcconline.org/parcc-model-content-frameworks.

3   Many schools further sub-divide each 6-week module into a series of 3–6 shorter, related units.

Reading Complex Texts RL/RI.3.10		Writing to Texts W.3.1–6, 10, RL/RI.3.1–10			Research Project W.3.1, 2, 4–9, RL/RI.3.1–10
1 Extended Text	**5–9 Short Texts**	**Routine Writing**	**2 Analyses**	**1–2 Narratives**	**1 Research Project**
A Literature	Myths/fables: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on opinions	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
B Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
C Literature	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
D Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on opinions	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

Modules

For Reading and Writing in Each Module*

Cite evidence RL/RI.3.1	Analyze content RL/RI.3.2–9, SL.3.2–3	Study & apply grammar L.3.1–3, SL.3.6	Study & apply vocabulary L.3.4–6	Conduct discussions SL.3.1	Report findings SL.3.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Reading: Foundational Skills

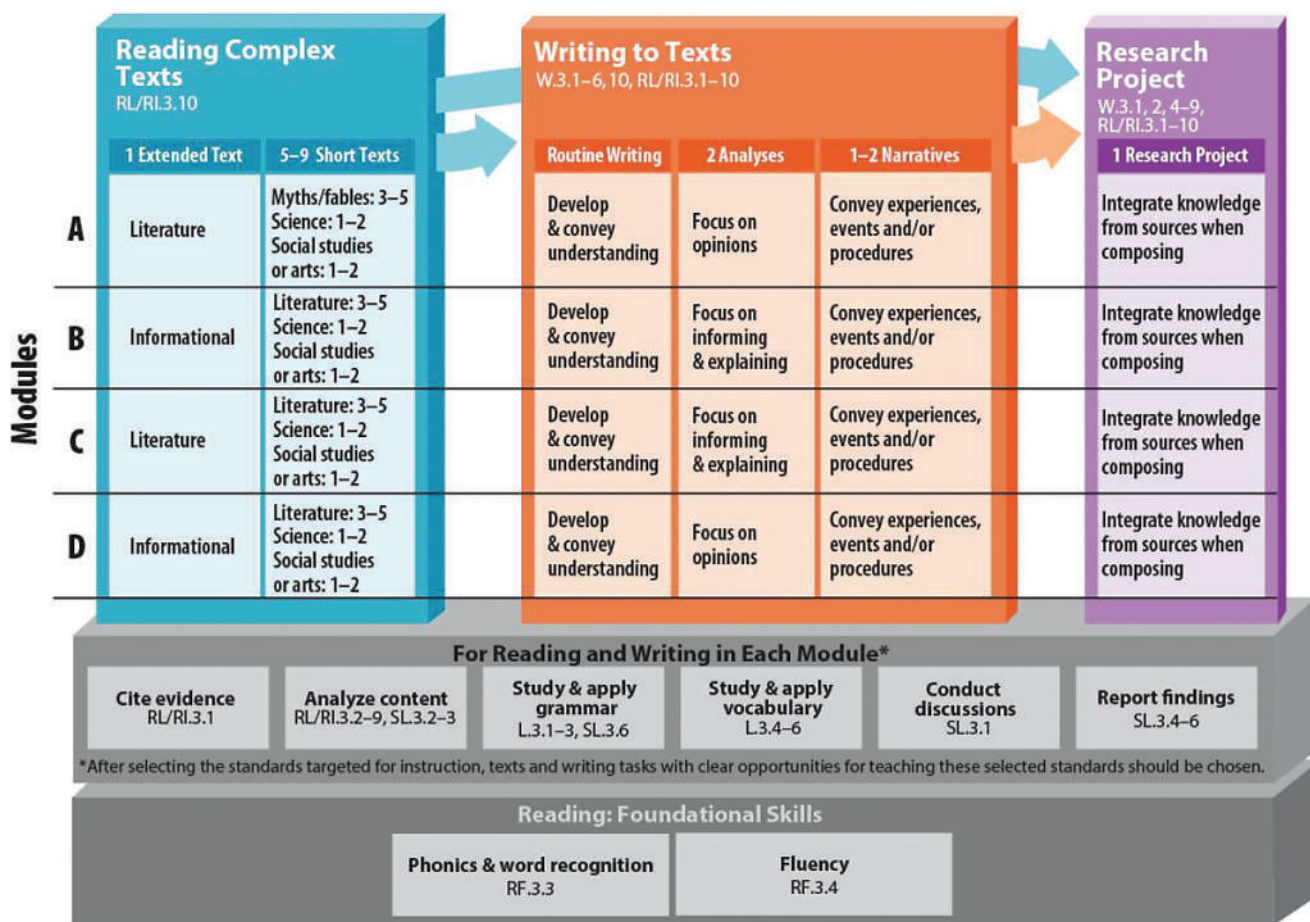| Phonics & word recognition RF.3.3	Fluency RF.3.4

Figure 2. PARCC Model Content Frameworks chart for grade 3

To summarize this section, districts and schools face increased accountability demands around student performance at DOK Levels 3 and 4. Rather than focusing on individual standards and assessment targets in isolation, utilizing a "mile-wide/inch-deep" approach to instruction, educators might develop more coherent, meaningful units of study by framing the big ideas, concepts, and themes in units in relation to the broader competencies reflected in both the anchor standards and the claims on which their respective consortia summative assessments are based.[4]

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4 It is important to remember that "these standards [and also, the associated consortia assessment claims] establish what students need to learn but do not dictate how teachers should teach" (Common Core State Standards Initiative, 2014, p. 1). Thus, it is imperative to support teacher agency in the design and delivery of instruction that best meets their students' unique needs and different developmental pathways. Smagorinsky (2009) emphasizes the importance of avoiding the development of a system based on "a mechanistic conception of teaching and learning" where students serve "largely as test-score producers to have a measurement by which to evaluate both the teachers' instruction (as conceived by the policy) and their fidelity to the hierarchical system itself" (p. 525).

Background Rationale #2 for Teacher Professional Development on Improving Students' Language Access to Standards-Aligned Instruction: Increased Need for Strategic Language Instruction Incorporated Within Content-Area Instruction

Language is the primary medium through which student content-area knowledge, skills, and abilities are learned and assessed.[5] Thus, as the cognitive levels of academic lessons and activities increase in complexity and abstraction, the sophistication of the language that students will need in order to receive, to interact with, and to use to produce content-specific knowledge, skills, and abilities will also intensify. As an example, the text excerpt below from the Grades 3–11 PARCC Model Content Frameworks illustrates the language demands students will encounter as they complete research tasks at the end of each of the recommended six-week modules.

> Through a progression of research tasks, students are called on to present their findings in a variety of modes in informal and formal contexts appropriate to the grade level (e.g., through *oral presentations*, *argumentative* or *explanatory compositions*, or *multimedia products*). (PARCC, 2012, p. 5) [italics added]

New standards-related language demands, especially those around DOK level 3 (e.g., *draw conclusions*, *cite evidence*, *explain*, *revise*) and DOK level 4 (e.g., *analyze*, *recommend*, *justify*), will require all content teachers, not just the ELA and English language learner (ELL) teachers, to devote instructional time to the particular language skills and understandings needed for each content area. In particular, these standards-related language demands will be even more challenging for students who have not yet acquired the necessary academic English register for grade-level lessons and activities (Anstrom et al., 2010; DiCerbo, Anstrom, Baker, & Rivera, 2014).

> "I have a student who just arrived from Brazil. He speaks barely any English. How am I supposed to teach him the language he'll need to read grade-level informational texts, synthesize the main idea, and then create an argument (supported by evidence) about his view? You're kidding, right?"
> —5th Grade ESL Teacher

During previous decades, the conventional wisdom around language acquisition instruction was to view language and literacy development as a bridge that first needed to be crossed before content could be approached (CCSSO, 2012, p. 7). However, this conceptualization has resulted in instruction for ELLs as being characterized by the lack of correspondence between the language demands

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5   Language is one, but not the only, medium through which this content-specific knowledge, skills, and abilities are acquired. As noted by Zabala (2014), teachers can use Universal Design for Learning (UDL) to proactively design learning experiences from the outset in order to provide students with multiple pathways to participation and success through broader and multiple avenues of communication (e.g., non-verbal communication, pictorial and graphic support, arts integration, and technology/multi-media creations and communication). UDL calls for

➜ *Multiple means of representation*, to give learners various ways of acquiring information and knowledge;
➜ *Multiple means of expression*, to provide learners alternatives for demonstrating what they know; and
➜ *Multiple means of engagement*, to tap into learners' interests, offer appropriate challenges, and increase motivation.

found in English language proficiency (ELP) standards and ELP assessments and the kinds of English that students need in order to "access and engage in the curriculum" (Bailey & Heritage, 2008, p. 12). As a result, many ELLs have not been exposed to the academic language forms and functions needed to successfully participate in general education content-area instruction.

In recent years, there has been renewed interest in framing language acquisition in parallel with the academic language proficiency needed for the content areas (Bailey, 2013; Bailey & Kim Wolf, 2012). Now, greater attention is being paid to the construct of Academic English—that is, "the vocabulary, sentence structures, and discourse associated with language used to teach academic content as well as the language used to navigate the school setting more generally" (Bailey & Huang, 2011, p. 1). This shift is particularly important to standards-based instruction because . . .

> Running as a contiguous thread through all of the ELA Standards is the overarching consideration that students will grow in their ability to utilize language practices to craft prose and make strategic decisions with regard to the language they employ in various contexts. (CCSSO, 2012, p. 7)

The increased focus on the language of schooling will require ELL and content teachers to collaborate in new ways.[6] One fundamental way to improve ELL and content teacher collaborations and the instruction provided to students is to rethink how language instruction is conceptualized. Valdes, Kibler, and Walqui (2014) explain,

> [I]f it is assumed that language is a set of vocabulary and structures that can be taught in a well-established order, practiced, automatized, and put into use, then [standards-aligned instruction around language will focus on] a linear developmental progression that establishes the order and sequence of vocabulary and grammatical forms and structures that students will be expected to acquire over time. [Standards-aligned instruction around language] will then be expected to produce students who can exhibit growth in the correct or fluent use of such structures or vocabulary.

> On the other hand, if language is viewed as a complex performance for communicating and interactively constructing meaning that involves the command of specific skills (listening, speaking, reading, and writing), [standards-aligned instruction around language] will instead describe the order in which particular subskills will be acquired and directly or indirectly inform the corresponding instruction that is

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6   Researchers associated with the Understanding Language Initiative note,

At present, second language development is seen largely as the responsibility of the ESL/ELD [English language development] teacher, while content development as that of the [content-area] teacher. Given the new [content] standards' explicitness in how language must be used to enact disciplinary [content-area] knowledge and skills, such a strict division of labor is no longer viable. [Content-area] teachers must understand and leverage the language and literacy practices found in science, mathematics, history/social studies, and the language arts to enhance students' engagement with rich content and fuel their academic performance. ESL/ELD teachers must cultivate a deeper knowledge of the disciplinary language that ELL students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ESL/ELD teachers and [content-area] teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ELD and [content-area] learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver. (Understanding Language Initiative, 2012, p. 2)

expected to bring about such skill development. These conceptualizations about language deeply influence instructional arrangements, classification of learners, and approaches to teaching. (p. 14)

Thus, waiting for students to first acquire a pre-determined level of language and literacy skills before exposing them to the core content, especially those elements which involve higher DOK levels, only further diminishes student access to the curriculum. If, as Kurz and Elliott (2013) point out, "an underlying assumption in our current test-based accountability system is that all participating students have an opportunity to learn the tested academic content," (p. 1), then it is imperative that content-related instruction is not delayed until students are deemed "ready." All students need to be offered sufficient *Opportunity to Learn*.[7]

Now that state English language proficiency standards and assessments are focused around the academic language proficiency students need to participate in content-area activities,[8] language educators must become more familiar with the content-area standards. One strategic approach educators can employ during lesson and activity planning is to identify content-area activities and lessons which require student to use the content-area practices to complete the lesson or activity objectives. These practices describe ways in which developing student practitioners should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years.[9]

> If language is viewed as a complex performance for communicating and interactively constructing meaning that involves the command of specific skills (listening, speaking, reading, and writing), [standards-aligned instruction around language] will instead describe the order in which particular subskills will be acquired and directly or indirectly inform the corresponding instruction that is expected to bring about such skill development (Valdes, Kibler, & Walqui, 2014, p. 14). [emphasis added]

Focusing instruction on the language needed to engage in the practices associated with each content area is important because it provides an efficient way to "cultivate higher-order thinking skills in ELLs and target their ability to comprehend and communicate about complex text" (CCSSO, 2012, p. 16). As shown in

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7   Opportunity to Learn is defined as "the degree to which a teacher dedicates instructional time and content coverage to the intended curriculum objectives emphasizing high-order cognitive processes, evidence-based instructional practices, and alternative grouping formats" (Kurz, Elliott, Lemons, Zigmond, & Kloo, 2014, p. 11).

8   In the past two years, those states with approved Flexibility Waivers have agreed to two specific assurances around ELL standards and assessments. These assurances require states to demonstrate they are preparing ELLs for college and careers and they are ensuring that all ELLs have the ELP needed to access the language demands necessary for participation in grade-appropriate content-area activities (U.S. Department of Education, 2012).

9   Standards for Mathematical Practice were first developed for the CCSS in Mathematics, then the Next Generation Science Standards (NGSS Lead States, 2013), and the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History* (NCSS, 2013). ELA "Practices" were developed for the ELPD Framework (CCSSO, 2012) by CCSS for ELA co-author Susan Pimentel, but are not found in the original CCSS for ELA.

Table 3, the practices built into the new college- and career-ready standards in mathematics, science, social studies, and science converge around four points.[10]

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10   The National Core Arts Standards (forthcoming in June 2014) feature a similar set of four creative practices of imagination, investigation, construction, and reflection that are essential to arts practice across the disciplines. NCCAS leadership states that "these meta-cognitive activities nurture the effective work habits of curiosity, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfer to all aspects of learning and life in the 21st Century" (National Coalition for Core Arts Standards, 2012).

The Creative Practices are …

➜ Imagine: To form a mental image or concept
➜ Investigate: To observe or study through exploration or examination
➜ Construct: To make or form by combining parts or elements
➜ Reflect: To think deeply or carefully about

TABLE 3. Points of convergence among the practices embedded within new college- and career-ready standards in mathematics, science, and social studies

1 Gather information, formulate questions, and plan inquiries	**2** Apply specific disciplinary concepts, strategies, and tools
Mathematics 　MP1.　Make sense of problems and persevere in solving them 　MP3.　Model with mathematics Science 　SP1.　Ask questions and define problems 　SP2.　Develop and use models 　SP3.　Plan and carry out investigations. Social Studies 　SSP1.　Develop questions and planning inquiries	Mathematics 　MP2.　Reason abstractly and quantitatively 　MP5.　Use appropriate tools strategically 　MP7.　Look for and make use of structure 　MP8.　Look for and express regularity in repeated reasoning Science 　SP5.　Use mathematics and computational thinking Social Studies 　SSP2.　Apply disciplinary concepts and tools
3 Construct, analyze, and critique arguments and claims	**4** Communicate findings for specific purposes and audiences
Mathematics 　MP3.　Construct viable arguments and critique reasoning of others Science 　SP4.　Analyze and interpret data 　SP7.　Engage in argument from evidence Social Studies 　SSP3.　Evaluate sources and use evidence	Mathematics 　MP6.　Attend to precision Science 　SP6.　Construct explanations and design solutions 　SP8.　Obtain, evaluate, and communicate information Social Studies 　SSP4.　Communicate conclusions and taking informed action

The *ELPD Framework* contains detailed lists of analytical tasks (that is, possible foci for content instruction) (CCSSO, 2012, p. 21). The authors also provide a preliminary list of the essential academic language functions for receptive language development (in listening and reading) and productive language development (in speaking and writing) which students will need in order to participate in these analytical tasks.[11] These academic language functions provide a suggested roadmap for instruction around the language of the content. To illustrate this point, the analytical tasks and associated language development needed for four sample Mathematics Practices—one for each of the four points of convergence previously shown in Table 3—are excerpted in Table 4.

11　To create the *ELPD Framework* tables, the collaborative team who worked on this document drew upon tables that had already been created for Lee, Quinn, and Valdés (2013) (A. Kibler, personal communication, June 2, 2014).

TABLE 4. ELPD Framework excerpts of sample analytical tasks and associated language functions

Points of Convergence and Sample Practices	Analytic Tasks Associated with This Practice	Academic Language Functions[12] Associated with These Analytical Tasks
1 **Gather information, formulate questions, and plan inquiries** **Example:** **MP1. Make sense of problems and persevere in solving them**	• Explain to self a problem's meaning, look for entry points to solution, and plan solution pathway • Analyze givens, constraints, relationships, and goals • Make conjectures about form and meaning of solution • Consider analogous problems • Monitor effectiveness of current selected solution strategy and decide when to pursue a different solution strategy • Check answers using different methods • Understand others' approaches to solving complex problems and identify correspondences between them • Create coherent representation of problems, considering units • Monitor use of resources such as time and effectiveness of current selected solution strategy • Monitor and evaluate reasonableness of intermediate and final results	**Receptive Language Functions** • Comprehend the meaning of a problem as presented in multiple representations, such as spoken language, written texts, diagrams, drawings, tables, graphs, and mathematical expressions or equations • Comprehend others' talk about math problems, solutions, approaches, and reasoning • Coordinate texts and multiple representations **Productive Language Functions** • Communicate (orally, in writing, and through other representations) about concepts, procedures, strategies, claims, arguments, and other information related to problem solving: • Create, label, describe, and use in presenting solutions to a math problem multiple written representations of a problem • Explain in words orally or in writing relationships between quantities and multiple representations of problem solutions • Present information, description of solutions, explanations, and arguments to others • Respond to questions or critiques from others • Ask questions about others' solutions, strategies, and procedures for solving problems

12 The *ELPD Framework* and the WIDA ELD Standards categorize language development in relation to receptive and productive language development. The American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines 2012* (ACTFL, 2012) and the recently-developed ELP/D Standards created for California (2012) and for the English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium include a category of standards which emphasize two-way collaborative/

Points of Convergence and Sample Practices	Analytic Tasks Associated with This Practice	Academic Language Functions Associated with These Analytical Tasks
2 **Apply specific disciplinary concepts, strategies, and tools** **Example:** **MP8. Look for and express regularity in repeated reasoning**	• Notice if calculations are repeated (i.e., reflect on arithmetic procedures) • Look both for general methods or solution strategies (generalize) and for shortcuts • Monitor reasoning process while attending to detail • Monitor and evaluate reasonableness of intermediate and final results • Search for regularity or trends in multiple representations (e.g., look for regularity in relationships among quantities, data in tables, and graphs) • Graph data and search for regularity or trends • Abstract from computation, build rules to represent functions	**Receptive Language Functions** • Comprehend others' oral and written language and other representations regarding regularity (e.g., repetition of calculations, methods used, or evaluation of intermediate and final results) • Comprehend descriptions, discussions, and arguments about regularity (i.e., repeated patterns, discussions of methods or solution strategies, or evaluations of intermediate results as presented in multiple representations) **Productive Language Functions** • Communicate (orally, in writing, and through other representations) about concepts, procedures, strategies, claims, arguments, and other information related to regularity in repeated reasoning: • Ask questions about others' use of repetition, methods or solution strategies, and evaluation of intermediate and final results • Explain patterns, discuss methods or solution strategies, and evaluations of results

interactive use of receptive language (listening and reading) and productive language (speaking and writing). The purpose for including a set of ELP/ELD standards devoted to interaction and collaboration is to explicitly set forth expectations that oral and written communication in the classroom should emphasize the development of language skills in *two-way* interactive communication where negotiation of meaning is a key feature vs. students only participating in activities which focus on one-way communication during which students receive oral and written messages (while listening/reading) or produce messages (while speaking/writing) (Phillips, 2008, p. 96).

Points of Convergence and Sample Practices	Analytic Tasks Associated with This Practice	Academic Language Functions Associated with These Analytical Tasks
3 **Construct, analyze, and critique arguments and claims** **Example:** **MP3. Construct viable arguments and critique reasoning of others**	• Understand and use stated assumptions, definitions, and previously established results • Make conjectures and build logical progression of statements to explore truth of conjectures • Justify conclusions, communicate them to others, and respond to counterarguments • Analyze situations by breaking them into cases • Recognize and use counterexamples • Make plausible arguments taking into account context from which data arose • Compare effectiveness of two plausible arguments • Identify correct vs. flawed logic/reasoning • Monitor one's own and others' reasoning	**Receptive Language Functions** • Comprehend oral and written concepts, procedures, or strategies used in arguments and reasoning, including: • Questions and critiques using words or other representations • Explanations offered using words or other representations by others (peers or teachers) • Explanations offered by written texts using words or other representations **Productive Language Functions** • Communicate using words (orally and in writing) about concepts, procedures, strategies, claims, arguments, and other information related to constructing arguments and critique reasoning

Points of Convergence and Sample Practices	Analytic Tasks Associated with This Practice	Academic Language Functions Associated with These Analytical Tasks
4 **Communicate findings for specific purposes and audiences** **Example:** **MP6. Attend to precision**	• When appropriate, communicate precisely with others about mathematical reasoning and objects (e.g., use clear definitions of terms, state meaning of symbols used, specify units of measure, label visual representations, and make claims that apply to a precise set of situations) • Refine communication about mathematical reasoning and objects so that it increasingly becomes more mathematically precise (e.g., uses clearer definitions of terms, explicitly states the meaning of symbols used, specifies units of measure) • Calculate, compute, and use arithmetic procedures appropriately, accurately, and efficiently • Express numerical answers with degrees of precision appropriate for the problem situation • Monitor one's own and other's use of precision • Decide when precision is more necessary (e.g., during a presentation) and when it is not a high priority (e.g., during exploration and exploratory talk in groups)	**Receptive Language Functions** • Comprehend others' spoken language regarding definitions, meaning of symbols, arithmetic procedures, strategies, solutions, claims, evidence, etc. • Comprehend the meaning and features of precision of definitions, symbols meanings, units of measure, and visual representations as presented in multiple representations (e.g., texts, diagrams, and visual media) **Productive Language Functions** • Communicate with precision (orally, in writing, and through other representations) about claims and arguments related to precision: • Define key terms and concepts • Explain meaning of symbols • Specify units of measure • Label (or create and label) visual representations • Ask questions to clarify meaning of others' statements or representations • Make specific claims and evaluate constraints

Points of Convergence and Sample Practices	Analytic Tasks Associated with This Practice	Academic Language Functions Associated with These Analytical Tasks
4 (*continued*)	• Decide the level of precision necessary (e.g., one can make a precise claim that only applies to a defined set of instances even when using colloquial or imprecise individual words).	

To summarize this section, the increased language demands of college- and career-ready standards pose new challenges for teachers as they transition from familiar curricula to a new one. To meet the needs of all students (especially those with limited academic English development), teacher professional development will need to provide opportunities for teachers to view, discuss, and create language instruction that is integrated into content-area instructional units, especially around lessons and activities that are aligned to the Standards for Practice. Professional development trainers can use the resources found in the next section of this brief as they train teachers how to target the academic language competencies needed for content-area analytical tasks.

Teacher Professional Development Examples around the Language Demands of College and Career-Ready Standards

When implementing the new college- and career-ready standards and their corresponding English language proficiency/development standards, both content-area teachers and language teachers will need professional development on how to add lessons and activities to their English language arts instructional repertoires on how to support students to more effectively use language as they:

1. Engage with complex texts to build knowledge across the curriculum;

2. Work collaboratively, understanding multiple perspectives and presenting ideas;

3. Use evidence to inform, argue, and analyze; and

4. Use and develop linguistic resources (i.e., language forms such as vocabulary, grammatical structures, and coherent and connected discourse) to do all of the above. (Bunch, Kibler, & Pimentel, 2012, 2013) [13]

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13 Some resources may fit in multiple categories, but are placed in a single category for the purposes of this brief. Bunch et al. (2012, 2013) strongly recommend that language forms (vocabulary, grammar, and cohesive and coherent discourse) should be developed in relation to discipline-specific *use* of language, rather than in isolation. Consequently, in this brief, examples and tools that may highlight acquisition of language forms are embedded within the three categories and should be used in coordination with other examples within that category, rather than in isolation. Additionally, for the purposes of this brief, the sequential

1. Professional development examples for teaching students to use language more effectively when engaging with complex texts to build knowledge across the curriculum

The examples and tools shown in Table 5 provide ELLs with approaches and models for helping ELLs to develop needed to progress toward independent participation in classroom instruction and activities. Walqui (2007) provides a three-part lesson architecture for cohesively weaving these different elements together (shown below in Figure 3).

PREPARING LEARNERS

- Activate prior relevant knowledge
- Focus attention to concepts to be developed
- Introduce vocabulary in context

Task 1
Task 2
Task 3

INTERACTING WITH TEXT

TEXT

- Deconstruct text, focus on understanding on a chunk
- Reconnect chunk to whole text
- Establish connections between ideas within text

Task 4
Task 5
Task 6

EXTENDING UNDERSTANDING

- Connect ideas learned to other ideas outside the text
- Apply newly gained knowledge to novel situations or problem-solving
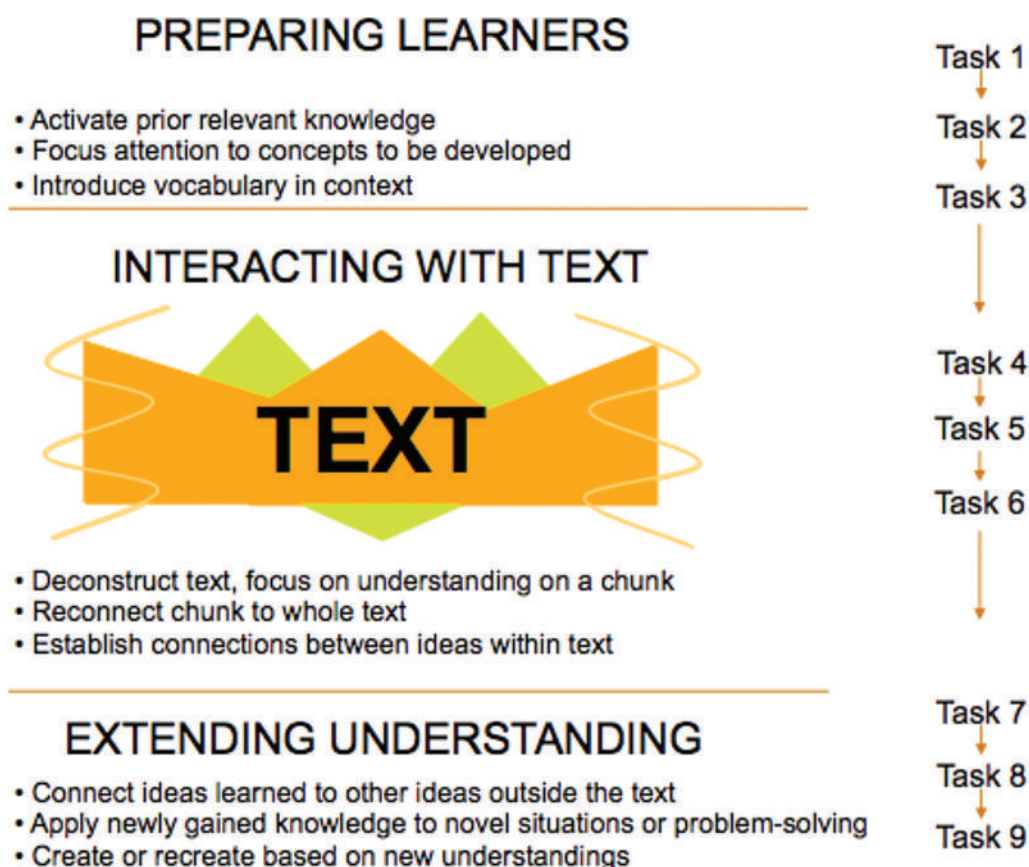- Create or recreate based on new understandings

Task 7
Task 8
Task 9

Figure 3. Three-part lesson architecture (Walqui, 2007, as cited in the appendix of Bunch, Kibler, & Pimentel, 2013)

ordering of the first three Bunch et al. categories has been adjusted since many teachers may wish to address the issue of how to work collaboratively before asking students to engage in deeper discussions around evidence.

TABLE 5. Professional development resources for teaching students to use language more effectively when engaging with complex texts to build knowledge across the curriculum (*Note: links in table are active.*)

Resource/Source	Description	Comments
Butterfly Unit: Accessing Complex Text in the Primary Grades Lily Wong-Fillmore	Video on sharing reading/writing lesson that celebrates text complexity. Key points: (1) Each day, select text to amplify as part of instructional conversations, and (2) Choose text that has complex structure but that also holds the essence of your lesson/activity, or holds some pivotal information.	Historically, approaches to ESL instruction have relied on shorter, simplified sentences. Words that are part of phrases and are learned in context are more meaningful to students than isolated words. By looking at "juicy language" found in central ideas in units, students can be given access and a better chance to learn how to participate independently in classroom instruction, rather than sitting to the side and watching.
ALDN Exemplar Lesson Plan Toolkits Academic Language Development Network	Grade-level toolkits to support interactive language development practices in specific types of content-area lessons. Contains multiple ways to enhance student language use throughout the lesson series.	Ties to both content standards and the Standards for Practice. Provides ideas on launching, exploring, discussing, practicing, generating a problem, and bringing a lesson to conclusion.
Disciplinary Literacies Across Content Areas: Supporting Secondary Reading Through Functional Language Analysis Zhihui Fang and Mary Schleppegrell	By making discipline-specific ways of using language explicit (and exploring meaning in content-area texts), teachers can help adolescents better engage with school knowledge and more effectively develop disciplinary literacies across academic content areas.	Currently, the mainstay of elementary reading instruction is a skills focus that fails to recognize the significant differences in reading demands that emerge in secondary schooling. Systemic functional linguistics, however, is reshaping how educators teach language and literacy to ELLs. During the 2014-2015, look for forthcoming training modules to be uploaded at http://www.soe.umich.edu/research/grants/201007_palincsar_schleppegrell/.

Resource/Source	Description	Comments
Persuasion Across Time and Space Unit: Extending Understanding: Vocabulary Development Through Interaction Understanding Language Initiative/ The Teaching Channel	*After* completing activities around a complex text, use vocabulary activities to extend student understanding. Sample lesson focuses on the Gettysburg Address.	This video provides an engaging model for including vocabulary development activities *as the focus of the unit lessons to help students unpack concept meaning*, rather than as lesson pre-teaching.
Three-Act Math Problems Dan Meyer	Dan Meyer strips away the superfluous elements in pre-packaged materials to create three-act math problems (hook, explore, and validate). Little formal mathematical language is used during the First Act; the teacher has the students collectively create a collective class vocabulary. During Act Two, the students overcome obstacles, look for resources, and develop new tools. The formal vocabulary terms are formalized during Act Three when the conflict is resolved and set up for a sequel.	Readers of this blog have commented that they like this approach to vocabulary development because, as the activity progresses, "no student is asking, 'Wait. What are we talking about?'" and there is "no gaming or memorizing random terms out of context." They also commented that they liked the fact that even low-literacy students and ELLs can participate.
Helping English Language Learners Meet High Standards Diane August for EngageNY	This presentation, centered around the Gettysburg Address, provides an overview of general techniques for providing ELLs with a content preview. Methods include use of guiding questions, building background knowledge, bootstrapping on L1 knowledge and skills, pre-teaching academic and domain-specific vocabulary, and instruction in word learning strategies.	Provides background on ELLs' needs in the classroom, related standards, and case-study application of techniques for preparing ELLs to read content-area materials.
Disciplinary Literacy Suitcase Wisconsin Department of Public Instruction	This module was designed for educator leaders to support the understanding of disciplinary literacy and the implementation of the CCSS for literacy in all subjects.	Very practical, well-designed PowerPoints and scripts developed by a state education agency. Includes resources for 15-to-30-minute, one-hour, and 1/2-day trainings.

Resource/Source	Description	Comments
The Core Six: 6 Essential Teaching Strategies for Excellence Harvey Silver, Thomas Dewing, & Matthew Perini	This book reviews six key strategies for supporting deeper, independent learning: (1) Reading for Meaning, (2) Compare and Contrast, (3) Inductive Learning, (4) Circle of Knowledge, (5) Write to Learn, and (6) Vocabulary's CODE.	Addresses six basic strategies which all teachers should have in their repertoires. Read comments about the book at http://www.goodreads.com/book/show/15870254-the-core-six. See a YouTube video at https://www.youtube.com/watch?v=I1rQz3cbh2s.
ELA 3–8 Professional Development Materials–Day 1: Scaffolding Texts and Tasks for English Language Learners NYEngage	This one-day training offers methods, materials, and training resources on how to scaffold lessons and tasks for challenged readers, English Language Learners, and special education students.	The training is based on well-designed training goals and provides many resources; includes use of profiles of students with different levels of ELP. Teachers may particularly enjoy participating in the discussion around Tomlinson's approach to differentiated instruction to "tier the task, not the text."
Writing "Just Right" Research Questions: Strategies for ELLs Diane Staehr Fenner for Colorín Colorado	This blog posting provides strategies for helping ELLs to develop research questions, including support with academic language acquisition while helping them write their own focused questions to guide their written work for research projects.	ELLs may approach research projects from a different perspective than non-ELLs, especially with academic language support in generating the question that best fits their research interest.
Text Matters: Text Complexity and English Learners—Building Vocabulary Elfrieda Hiebert	The CCSS call for increasing levels of text complexity to ensure students' proficiency with college and career texts. In this article, Hiebert describes the support needed for English learners in developing strategies and knowledge about the vocabulary of complex texts, and guidelines for selecting appropriate texts that move ELLs up the staircase of text complexity.	For ELLs, a rich vocabulary and strong strategies result from direct, intentional instruction from their teachers. This intentional instruction is not a one-time only occurrence but, rather, is a sustained effort that focuses on categories of words (e.g., compound words, picturable words) and also on words within specific texts, especially words that are part of extended networks of words.
CAST UDL Book Builder Center for Applied Special Technology (CAST)	Free online tool to create, and/or work interactively with students to create, books. Offers strategies to teachers on how to best use the tool.	Teachers and students can use this tool as part of interactive lessons or final project activities to build curriculum-related books.

Resource/Source	Description	Comments
TextProject Word Pictures TextProject.org	The main goal of TextProject Word Pictures is to help ELLs connect key words to concepts they may already know. It provides QuickReads, Literature Words, Content Area Words, and Core Vocabulary.	A very user-friendly way for teachers to help ELLs with low levels of ELP access more complex content-area and literature texts and core vocabulary. A rich vocabulary and strategies that permit students to read texts with new words are essential to comprehending complex text.
Shahi Blachan Lab	Online visual dictionary that combines Wiktionary content with Flickr images.	This online resource provides engaging photos to define unfamiliar words.
Academic Word List Highlighter University of Nottingham	This program will identify core academic vocabulary in a text, using the Academic Word List. Users can select the sublist level they want to use. The text will be returned as a new web page with words from the Academic Word List, at the levels selected, highlighted in bold type.	An effective basic tool to help teachers in identifying academic language in texts. Does not define the words.

2. Professional development examples for teaching students to use language more effectively when working collaboratively, understanding multiple perspectives, and presenting ideas

All students, especially ELLs, need to learn how to use spoken and written language to explore and apply content learning and, through research, investigations, problem solving, and working collaboratively, to develop understanding about other perspectives, content-specific discourses, and cultures. However, a concern often voiced by both general education and ELL teachers is how to support classroom participation of ELLs with the lowest levels of English language proficiency. The resources in Table 6 provide examples of how to develop constructive and collaborative conversations, how to improving students' modeling practices through improved explanation abilities, and how to use technology and tools to broaden use of acceptable modes of communication. Professional development for teachers might also include examples to students on how to support interaction, collaboration, comprehension, and communication, along with how to strategically scaffold collaborative interactions.

TABLE 6. Professional development resources for teaching students to use language more effectively when working collaboratively, understanding multiple perspectives, and presenting ideas (*Note: links in table are active.*)

Resource/Source	Description	Comments
Eight Essential Shifts for Teaching Common Core Standards to Academic English Learners Academic Language Development Network	This paper provides district and school leaders with a slightly-different, more detailed overview of the shifts found in the Common Core and associated implementation action steps to be taken.	Provides a philosophical overview of how teachers might shift their practices to better meet the needs of Academic English Learners.
A Primer on Productive Classroom Conversations Tools4TeachingScience.org	This paper and supporting video contain fundamental ideas about how to shape productive discourse in classrooms: asking metacognitive questions, productive discourse moves, scaffolding students' use of academic language, encouraging peer-to-peer talk, and so on.	This protocol provides useful, user-friendly ideas for improving the depth of student discussion and comprehension during classroom discussions.
Models and Modeling: An Introduction Tools4TeachingScience.org	This paper describes how modeling works in concert with all of the other science practices in the classroom to promote students' reasoning and understanding of core science ideas. Modeling usually works in tandem with another practice: explanation. These two practices are at the heart of disciplinary work.	This paper provides rationale for teaching modeling and explanation in tandem. Explanation is a keystone activity because the ultimate aim of science is to describe why the natural world works the way it does.
Building Common Core Skills: Beyond "Turn and Talk" Carrie Kamm and The Teaching Channel	Many teachers rely on Turn and Talks or Think-Pair-Shares. This blog posting discusses how to build on them to prepare students for the demands of more complicated conversations.	This blog posting provides a process (discussion norms, steps, video examples, and sentence starters) for building student stamina for participating in deeper constructive conversations.
Preparing Kindergarteners for Text Talk Doing What Works Clearinghouse	The video shows how a kindergarten teacher helps students develop partner-sharing skills.	The teacher talks about the benefits of beginning text discussion at an early age and describes how she establishes partner-share procedures and routines.

Resource/Source	Description	Comments
ALDN Constructive Conversation Skills Poster Academic Language Development Network	Graphic organizer showing four important conversation skills (create, clarify, negotiate, and fortify ideas) and sentence starters to help students engage in purposeful and extended interactions.	Upper elementary and secondary teachers can learn from the elements in this tool and use it to help students build up ideas using knowledge, agreement, and solution.
ALDN Mathematics Constructive Conversation Skills Poster Academic Language Development Network	Mathematics graphic organizer highlighting four important conversation skills when building math understandings and ideas (clarify a problem and ideas for solving it, generate multiple approaches and representations, explain and support reasoning, and negotiate ideas).	Mathematics teachers can help students with their language development. These sentence starters can help students engage in purposeful and extended interactions.
ALDN Math Paired Conversation Protocol Academic Language Development Network	This tool guides pairs of students through an effective conversation to collaboratively solve complex math problems. It provides support with the language needed to clarify problems and ideas, to generate multiple approaches and representations, to explain and support reasoning, and to negotiate ideas.	This graphic organizer is a useful tool that teachers can provide to students for use in the classroom. It might be nice to develop homework assignments that support students and parents in engaging in mathematical conversations.
The OUSD Instructional Toolkit for Mathematics Oakland Unified School District	This toolkit provides teachers will a way to ground academic discussions in mathematics around three signature instructional strategies: **Number Talk**: *A strategy to build flexibility, accuracy and efficiency in mathematical thinking through the articulation of and sharing of mental math strategies.* **3-Read**: *A strategy for engaging students in making sense of a problem before they set out to solve it.* **Participation Quiz**: *A strategy to support productive small group work on mathematics.*	Described by Dan Meyer in his blog as a resource "that deserves your attention," this toolkit provides tangible activities to ground many abstract ideas found in the CCSS for Mathematics. The toolkit provides step-by-step procedures for integrating speaking, listening, reading, and writing skills with mathematics content. OUSD resources supporting the toolkit can be found at https://sites .google.com/a/ousd.k12.ca.us/ ousdcommoncorecurriculumguide /the-math-guide.

Resource/Source	Description	Comments
"Language of Math" Task Templates Understanding Language Initiative	Used or adapted tasks from two publicly accessible curriculum projects, Inside Mathematics and the Mathematics Assessment Project. The templates are divided into tasks to support the reading of mathematical problems and the vocabulary needed to support mathematical communication.	This resource addresses basic communication strategies, but only focuses on vocabulary development.
Wikimedia Commons Wikimedia	A database of 20 million+ freely usable media files, to which any-one can contribute.	Teachers and students can use this database to obtain free images for their lessons and activities.
Paperrater Paperrater	Free version of online tool that performs spelling, grammar check-ing, and proofreading.	This tool provides students with a way to self-check their writing and build independence as writers.
Voki (Speaking Avatar) Voki	Free version of online tool to cre-ate customized speaking animated characters (with supporting lessons for 25 languages).	This tool might be provide stu-dents who are shy about speaking with a different communication option.

3. Professional development examples for teaching students to use language more effectively when using evidence to inform, argue, and analyze

The new college- and-career-ready standards have been designed to address central practices which student practitioners should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. At the center of new college- and career-ready standards are the *evaluation* practices that require students to develop spoken and written abilities to construct, analyze, and critique arguments and claims.

As shown in Table 7, some of the most effective professional development examples on this topic have been developed by educators in the Understanding Language Initiative and in the Academic Language Development Network. Aida Walqui and her Quality Teaching for English Learners colleagues' Understanding Language Initiative 7th grade unit *Persuasion Across Time and Space* provides both video and written examples for teachers, using spiraled unit design to build complexity across five lessons. (See Figure 4.)
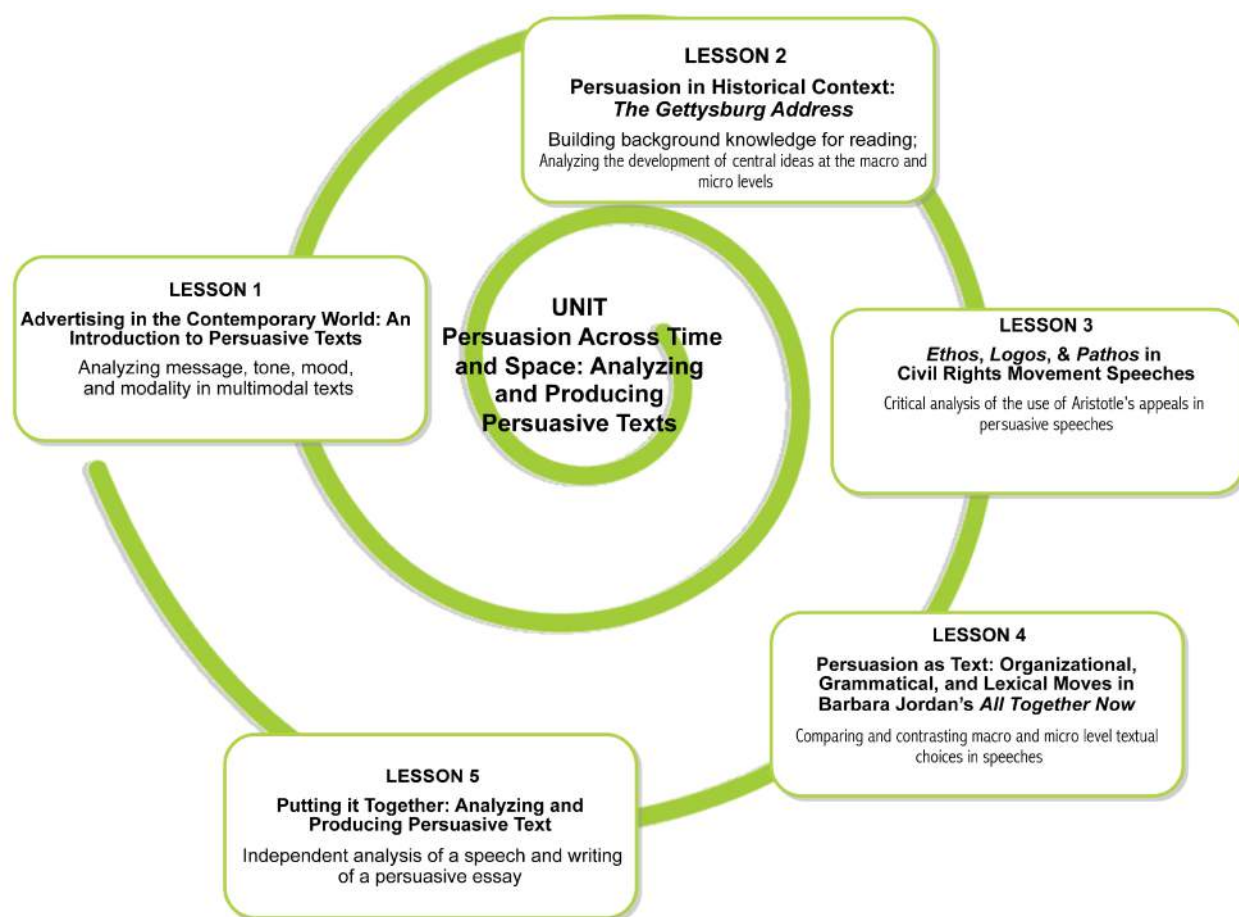
LESSON 2

Persuasion in Historical Context:
The Gettysburg Address

Building background knowledge for reading;
Analyzing the development of central ideas at the macro and micro levels

LESSON 1

Advertising in the Contemporary World: An Introduction to Persuasive Texts

Analyzing message, tone, mood, and modality in multimodal texts

UNIT
Persuasion Across Time and Space: Analyzing and Producing Persuasive Texts

LESSON 3

***Ethos, Logos, & Pathos* in Civil Rights Movement Speeches**

Critical analysis of the use of Aristotle's appeals in persuasive speeches

LESSON 4

Persuasion as Text: Organizational, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*

Comparing and contrasting macro and micro level textual choices in speeches

LESSON 5

Putting it Together: Analyzing and Producing Persuasive Text

Independent analysis of a speech and writing of a persuasive essay

Figure 4. Spiraled unit design (Walqui appendix in Bunch, Kibler, & Pimentel, 2013)

The Academic Language Development Network provides innovative argumentation activities to support student learning. Both approaches emphasize text deconstruction, use of background knowledge, interactive use of spoken language, and modeled sentences. The Columbia Teachers Project offers a practitioner-friendly packet which guides teachers on use of a step-by-step process for generating oral arguments.

TABLE 7. Professional development examples for teaching students to use language more effectively when using evidence to inform, argue, and analyze (*Note: links in table are active.*)

Resource/Source	Description	Comments
Persuasion Across Time and Space (7th Grade Unit) Understanding Language Initiative/ The Teaching Channel	The Teaching Channel provides a video overview of this unit produced by Aida Walqui and her colleagues for the Understanding Language Initiative. This unit instructs teachers on the use of complex texts to deepen and accelerate learning and discusses approaches to scaffolding in order to prepare learners to engage with the text. The written materials for this unit are posted at http://ell.stanford.edu/teaching_resources/ela.	Persuasion is one of the harder new shifts to integrate into instruction. View these videos in coordination with the materials on the Understanding Language website. (The videos show the elements in the papers very effectively.)
Persuasion Across Time and Space Unit: Preparing Learners: Activating Prior Knowledge Understanding Language Initiative/ The Teaching Channel	Students are shown how to use a three-step interview process to analyze the language forms used in an informal persuasive situation to better understand the structural, organizational, grammatical, and lexical/vocabulary choices made by the author.	Great way to introduce the concept of persuasion. Task structure (originally designed by Spencer Kagan) keeps struggling learners engaged in the activity. During the activity, students share in pairs and then share to a small group.
Persuasion Across Time and Space Unit: Interacting with Complex Texts: Scaffolding Reading Understanding Language Initiative/ The Teaching Channel	Teachers work with struggling students to prepare them to access complex text by scaffolding their background knowledge on the text.	Effective use of focus questions by the teacher, multiple ways to interact with the text, and extension of students learning to write their own persuasive speeches.
Persuasion Across Time and Space Unit: Preparing Learners: Ethos, Pathos & Logos Understanding Language Initiative/ The Teaching Channel	Shows a process for how students can use evidence to analyze how rhetorical devices are used to persuade a reader or audience. Students must build on each other's answers to reach a consensus on an answer.	The video shows how to use the jigsaw technique with heterogeneous groupings of students (in a general education classroom).

Resource/Source	Description	Comments
ALDN Argumentation Activities Academic Language Development Network	This set of activities helps students practice their abilities to build and challenge ideas using evidence-based reasoning. It focuses on building students' argumentation skills in preparation for debates, structured academic controversies, discussions, and argument-based written and multimedia products.	Contains multiple ways to enhance student language use throughout the lesson series.
Writing Resources (Argumentation Institute Packet Materials) Columbia University Teachers College Reading and Writing Project	This packet contains an Argument Talk Protocol—a step-by-step process for generating oral arguments, How to get Argument Protocols Up and Going in Reading Workshop (self-explanatory), and Looking at Argument Writing for Text Evidence, Logic, and Response to Instruction.	These are clearly-written materials which can be readily incorporated into writing workshop, reading workshop, and content area activities. Also includes examples of student writing and tips for teacher feedback.
Analyzing Texts: Brainstorm Before Writing The Teaching Channel	This video shows how 5th-grade teacher Ms. Brewer structures small group collaborative conversations for students to discuss a complex text using evidence from the text to support their opinions.	The teacher tailors her questions, addresses ELLs' needs, and strategically prepares her students for writing.
You Can Always Add. You Can't Subtract. Dan Meyer	In this example, Dan Meyer *subtracts* elements from a pre-packaged lesson and adds them in *later*. In doing so, the teacher gets to ask interesting questions and host interesting conversations with his/her students.	This example shows how a teacher can support student cognitive and linguistic development by subtracting some of the extra support found in textbook problems. Dan points out that mathematicians and cognitive psychologists and education researchers agree that allowing students to formulate a problem leads to greater success and interest in solving the problem.

Training Activities around the Resources in This Brief

Effective professional development needs to involve more than "show-and-tell" of resources. During professional development training and in ongoing professional learning communities, it is important to provide teachers with opportunities to explore, discuss, plan, and apply the resources. Below is an outline for possible approaches for these activities:

TABLE 8. Professional development activity ideas

Explore the Resources	Discuss the Resources	Plan How to Integrate the Resources
• What are your observations? With a partner or a group, organize your observations using the following categories: › Facts and details › Reflections › Questions and next steps › Synthesis of the most important point emphasized in this resource	• What shifts in thinking and practice are exemplified here? • Classify the Depth of Knowledge (DOK) associated with the language demands of a particular resource. Be prepared to explain your thinking. What generalizations or conclusions can you now make? • Which resources best target students with beginning English language proficiency? Limited formal education? Struggling learners and/or students with disabilities? (Why?) • Create a list of principles that are common across the different resources.	• Are any of resources/tools in this list similar to something you are already doing in your own practice? • How, when, and where might this resource or tool be integrated into the new instructional units and modules being introduced in your school or district? • Are there additional resources or training/professional development you need to implement the idea(s) shown here?

Final Thoughts

The examples shown in this brief are not intended to be embedded within *uniform* curricula, instruction, and assessment but, rather, are designed to be embedded within *standards-aligned* curricula, instruction, and assessment that include differentiated support which meets students at their particular developmental levels and helps them progress towards the targets outlined in the standards. (There is a phrase which highlights this difference in approaches: Teach *students* the curriculum, not a *curriculum* to students.)

Thus, while teachers may develop a basic set of curricular activities to repurpose each year, one of the joys in teaching comes from differentiating instruction and, in that process, rediscovering these lessons and activities based on student strengths, needs, and interests. Common Core State Standards: Myths vs. Facts supports this approach, explaining,

> **Fact**: The Common Core is *not* a curriculum. It is a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents, and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms. (Common Core State Standards Initiative, 2014)

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