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An Integrated Social Studies And Writing Curriculum Guide For Primary Grade English Language Learners

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AN INTEGRATED SOCIAL STUDIES AND WRITING CURRICULUM GUIDE FOR

PRIMARY GRADE ENGLISH LANGUAGE LEARNERS

by

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To my teaching team, for your tireless collaboration, wealth of knowledge and all of your support in building the foundation for this project.

Thank you.

"The beautiful thing about learning is that no one can take it away from you."

B.B. King

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CHAPTER ONE: INTRODUCTION

My Experience Teaching Social Studies

I began my teaching career as an upper elementary English language arts (ELA) and social studies teacher on the west side of Chicago in a segregated, high poverty, African American school that I will refer to as Saint Michael Middle School. At this young school, my role at the school was full of opportunity for creativity and leadership given that administration and teachers were dedicated to developing and revising the curriculum. I later found that this was not only unique to young schools, that even schools within a large district and established curricula, are constantly changing in pursuit of best practices. As an ELA and social studies teacher at Saint Michael Middle School I worked to co-construct a scope and sequence in ELA and social studies for 5th-8th grade. This process taught me about aligning the standards and objectives both laterally across the content areas and vertically spanning the grade levels. We aligned assessments, activities, vocabulary and the cycle of content because we found it to be nearly impossible to teach every standard each year.

This work required me to think about resources, tools and materials that fit both my teaching style and the students' learning styles with regard to the cultures and backgrounds of each of us. When I moved from that school, the scope and sequence, each of my unit plans, assessments, activities, visual supports and literature remained for the teacher who would follow me. I don't know if my follower chose to implement them with

fidelity, use them as a guide or disregard them altogether, but when I stepped into my new position as a second grade English as Second Language (ESL) teacher in south Minneapolis at a school I will call Eisenhower Public School, I inherited something similar from my predecessor. I was so delighted not have to start from scratch! So, just as I did with my own plans each year, I followed her plans as a guide taking what worked for me as an ESL teacher with consideration of the culture, needs, and competencies of my co-teachers and students.

At Eisenhower Public School, I was stretched in many ways. Not only was I starting a new season of my career as an ESL teacher, but I was also working with primary school students, would be sharing a classroom and collaborating to co-teach with four other teachers. After four years, I now identify as a primary school ESL teacher and love it! When I began working with kindergarten, first and second graders, I had no idea what to expect of them, how they would behave and develop or what they would be able to produce. I began reading books, talking with children, exploring standards and whatever resources I could find to help me comprehend what to expect from the young learners. My veteran co-teachers and the invaluable team of ESL teachers were essential resources that pushed me to continually improve the work we were doing with our students in order to meet them at their level, expand their thinking and learning and push them to achieve their potential.

Due to the demands put on the classroom teachers in the high stakes environment with a strong emphasis on math and reading, I became not only the ESL teacher, but also the content teacher of science and social studies in our co-taught classes. During my

collaboration with the school wide ESL team and my grade level team, we were constantly trying to expand the students use of academic language in complexity, vocabulary and accuracy. Both through training as an ESL teacher and working with brilliant colleagues, I found that with differentiation and support, students could and would expand both their oral and written language output. In 2015, the school began a focus on academic language as a whole and really launched my desire to improve student productive language beyond what we were already doing.

I believe that teaching is a creative process. Graves (2000) declares that transforming subject matter knowledge into teachable and learnable content is what is known as pedagogical reasoning. As each school year begins, I reflect on the work my students did the previous year and think about how to improve the experience of engaging with the content and accessing the language with the new group of students. There are several factors to consider before ever meeting the students. Once we begin working together and engaging the language and content with regard to the unique background of each student and the dynamics of the classroom community, the revisions are endless. Just as Graves (2000) explains, that while formulating the draft of a course, an educator begins to articulate what she wants the students to achieve and when she comes to know the curriculum and the students these objectives continue to evolve. The practice of teaching reading and writing in the content area of social studies, gives students authentic opportunities to develop and expand oral and written language.

Throughout this chapter I will use my experience in various classroom settings to explain why I think it is important to use interaction to enhance language production.

First, I will introduce the reader to the teachers I have learned from, the students I have taught and those who would benefit from this guide. Later, I explain my rationale for creating this guide. I will also explain my educational philosophy. Finally, I will layout my goal in creating this guide and the research I have done to support the development of it.

My Colleagues and Students

The majority of students at the last two school where I worked, which I will call Eisenhower Public School and Rise Up Charter Academy, can be classified as *simultaneous bilinguals.* This means that from an early age they began acquiring two languages (Escamilla, et al.). They typically live in dual language households and have had opportunities for learning either language during pre-school or through interaction in their home communities living in the United States. The students may range from new to country English language learners (ELLs) having a variety of native language literacy skills with no schooling to nearly proficient WIDA level 5 ELLs who have lived in the United States their entire lives.

For the last four years, my role has been as an ESL teacher co-teaching in the content areas of science, social studies, math and writing. My collaborators and colleagues have been general education classroom teachers and have been primarily responsible for instruction in math and reading. My goal in these partnerships has been to collaborate to develop curriculum that is linguistically and culturally relevant, interactive, engaging and challenging.

I have enjoyed teaching social studies for six of my years 11 years as an educator.

When teaching fifth graders social studies at Saint Michael Middle School, I found that I was introducing my students to several basic social studies concepts for the first time. In our ELA class, we read literature that related to the content in our social studies class, had discussions, practiced reading skills and used writing to extend our thinking about concepts which emphasized the reality that reading is not an isolated skill.

The model for teaching ESL at Eisenhower Public School is through co-teaching in the content areas of science and social studies. The benefit of co-teaching, is that there are myriad opportunities for differentiation such as native language support, scaffolding, partner work and parallel teaching within smaller groups. These strategies are supported and informed by various assessments including student self assessment, WIDA performance assessments, reading level as measured by standardized reading benchmark assessments and other classroom based assessments throughout the unit. Weekly co-planning meetings provide opportunity to revise lessons, strategies and to share opportunities for cross-curricular connections and integration throughout the unit.

In my second grade classroom at Eisenhower Public School, my content volleyed between social studies and science. To extend these concepts and ensure application to both school and practical skills, I collaborated with the literacy teachers. The students read literature in their native language that was culturally and contextually relevant during their reading class. Through this work I have developed the concept of Student Learning Experiences for Engagement (SLEE). SLEE is a method of using various activities and experiences to engage students in learning. These are strategies I know that many great classroom and ESL teachers use to engage students in building background

and vocabulary that empower them to strengthen speaking and writings skills while applying their expanded knowledge. While planning to teach social studies, ELA and English language development (ELD), I found that it was helpful to have social studies themes to help identify relevant literature, ideas and skills. My co-teachers agreed that it helped guide their instruction and make it more meaningful while giving us a guide.

When I returned to Chicago, I was reminded of the broader need for resources in teaching social studies and writing. In my third high poverty school, which I will call Rise Up Charter Academy, I found that the challenge of using academic language in speaking and writing was consistent here as well. In seeing this trend, I want to create a guide for using social studies standards and academic language for speaking and writing through interaction with support. In her book, Ravitch (2014) identifies the thirst for data becoming unquenchable following the 2001, George W. Bush administration's policy of No Child Left Behind which led to a narrowing of curriculum in the pursuit of improving test scores in math and reading. The new curriculum scaled back instruction in non-tested areas such as the arts, history, civics, physical education, science, and foreign language while it increased the practice of teaching to the test. Ravitch (2010) and Onosko(2010) assert that the demands of the common core and the Obama administration's 2009 Race to the Top initiative add to the pressure to improve test scores, especially in high poverty areas and tend to target the curriculum toward reading and math and therefore, away from comprehensive units that use concepts, ideas and themes based in our need to understand the world and how we interact with it. I have observed that social studies gets left out because it is one more thing to plan. Teachers have voice that they don't have time or

resources to connect it to the basic skills that are deemed essential for reading and math testing. I want to challenge this thinking and argue that social studies concepts are the ideal place to engage students in literacy by speaking, listening, reading and writing and through interaction.

I plan to research how speaking and writing are related to literacy. I think the literature review will help me find evidence that it is recommended to use thematic units incorporating literature, discussion and interactive writing. I intend to then write a guide for integrating social studies, ELA and ELD to get students talking and writing.

My Rationale

In my career as a teacher, I have primarily worked with students in schools with low socioeconomic status and students whose home language is other than English. Brooks-Gun, et al (2007) state that these students on average have different language abilities than children from middle-class monolingual English speaking homes when they reach school and are therefore academic language learners. When I initially set out to write this curriculum capstone project, I planned to revise a specific history unit to improve student writing through interactive processes. I planned to detail each element of the unit, identifying specific texts, vocabulary, sentence frames, and target language all aligned to specific language, content and literacy standards. This was to include the exact interactive strategies and supports I would use to impact learning and to get at my goal of improving student writing through interactive processes.

While I began my research, I moved from working in a bilingual program at a public school in Minneapolis to a charter school in Chicago. My job as an ESL teacher in

Minneapolis was to co-teach by integrating science and social studies for language

development by maintaining an emphasis on literacy, speaking and writing. Of the many

elements I began to take for granted in this position, were the time allocated for

collaboration and training in co-teaching strategies, professional development for

teaching ESL and bilingual methods, time for planning, along with district and

community resources available for extending learning experiences and content with

SLEE.

When I moved to the charter school, the pressure to show growth on standardized

tests, left me with an impression that the teachers and teacher leaders felt bound to test

preparation for reading and math, so that the time for teaching and planning social

studies, writing and language development through interaction were very limited. As a

result, social studies and writing were often not a regular part of the scheduled

curriculum. This experience altered my objective of creating a single unit with a writing

assessment to creating a curriculum guide that could help me and other teachers in

various settings integrate social studies, writing and language development as a regular

part of their curriculum and lessons in a comprehensive and consistent manner.

The large charter elementary school in Chicago that I am referring to I will call

Rise Up Charter Academy. According to the Chicago Public Schools website in fall of

2016, all schools in the city receive a rating on the School Quality Rating Measure, all

schools receive a rating on a five point scale which translates to a rating from high to low

1+, 1, 2+, 2 or 3. The report metrics are weighted as follows: Student growth on NWEA

MAP 25%, student attendance 20%, growth of priority groups on NWEA MAP 10%,

percentage of students making national average growth on NWEA MAP 10%,
5Essentials survey 10%, student attainment on NWEA MAP (Grades 3- 8) 10%, student
attainment on NWEA MAP (Grade 2) 5%, ELL language development growth on
ACCESS 5% and data quality 5%. These scores are used to effect and determine school
ratings, funding, and inform parents and communities of achievement and growth. As the
weighted metrics show, most of the rating is based on reading and math scores on
standardized tests. Ciullo (2015), reports that because of the pressure to test well, teachers
in many schools tend to focus the curriculum primarily on reading, math and testing
skills.

In an interview with Steve Inskeep on National Public Radio about The Past,
Present and Future of High Stakes Testing (2015), Anya Kamenetz reports that No Child
Left Behind requires standardized testing in reading and math each year in third through
eighth grade and once in high school. Furthermore she continues that these tests have
consequences for students, teachers, and schools. Understanding this helps me see why
there is so much testing in the primary grades at schools like Rise Up Charter Academy.
Since students are required to take standardized tests annually in third through eighth
grade, now kindergarten, first and second graders take several similarly structured tests in
preparation. Kamenetz cites the Council of the Great City Schools in her interview,
Present and Future of High Stakes Testing (2015) stating that students in kindergarten
through 12th grade take 113 standardized tests.

Herczog (2013) of National Council for the Social Studies commented in Adams
(2013) that, in pursuit of achieving high ratings, some schools bulk up on reading and

math while neglecting social studies and writing. I believe it is possible to provide students with a dynamic and holistic education while still putting emphasis on reading and math for their high stakes status. By embedding reading and writing in the context of social studies, students can use interactive processes to expand oral and written language. Teachers should be able to provide a comprehensive curriculum for all learners that prepares dynamic thinkers and allow teachers to not only teach the reading standards, but also the social studies and writing standards in a way that is unique and relevant to the culture and background of their particular school community.

I noticed that what is missing are the strategies I have seen great teachers use and have been effective in my own classrooms for engaging learners. In the previous section, I referred to these strategies as SLEE and believe them to be essential in curriculum targeted toward ELLs and academic language learners in general.

My Goal

The goal of the capstone project discussed in the following chapters is to create a curriculum guide for teaching social studies and writing for first and second grade ELLs. My plan is for the comprehensive curriculum integration guide (CCIG) to provide a pathway for planning and learning that maximizes student engagement and language production which uses both ELA and social studies content, implements elements of backward design planning and of the Sheltered Instruction Observation Protocol (SIOP) that is standards based, includes SLEE as identified in the previous section, has an outline for planning, emphasis on cultural relevance and likes to assessment rubrics for speaking and writing as developed by WIDA.

I will use the following guiding questions in developing the CCIG for content and language lessons:

1. How can primary teachers of ELLs use a CCIG to integrate the teaching of social studies content and standards with ELD?

2. How can using SLEE provide support for ELD in the domains of speaking and writing for ELLs in the primary grades?

Conclusion

Chapter 1 provided background for and an introduction to the CCIG. Chapter 2 will highlight best practices in social studies instruction. Following that, it begins to review theories in Second Language Acquisition that emphasize the importance of interaction, communication and cognition. Eventually, the research explores literacy processes and methodologies for ELD in the classroom. In Chapter 3, I will introduce my methods for designing the CCIG. Then in Chapter 4 the curriculum integration is outlined in detail. Finally, Chapter 5 contains my reflection on the curriculum integration project and the implications for implementation and future modifications.

CHAPTER TWO: LITERATURE REVIEW

Introduction to Literature

I am creating a CCIG for primary school teachers of ELLs that integrates ELD and social studies. In Chapter 2, I investigate theories, literacy processes, methods and best practices in teaching ELLs writing in the content area of social studies and how curricula can increase student engagement. For starters, I review relevant studies and literature around methods in teaching social studies in the primary grades, explain why it is important to teach it and describe best practices. After that I review theories of second-language acquisition and methods in teaching language in the primary grades. Finally, I describe planning models that have informed my teaching and planning process, especially in the creation of the CCIG.

By developing co-taught, comprehensive, integrated content and language lessons we can address the following questions:

1. How can primary teachers of ELLs use a CCIG to integrate the teaching of social studies content and standards with ELD?

2. How can using SLEE provide support for ELD in the domains of speaking and writing for ELLs in the primary grades?

Social Studies Instruction

The Gap in Social Studies Education Instruction

The term *failing schools* was popularized in the mid-nineties and exploded with

the rise of the accountability movement and the passage of the Bush administration's No Child Left Behind which blamed schools and continued with Obama's Race to the Top to blame teachers for students not achieving passing status on standardized tests, Ravitch (2013). From my experience and as Ravitch (2013) comments in her blog, "Most of the time, what we call a failing school is a school that lacks the personnel and resources to meet the needs of its students." As a result of these identifications, social studies education has been marginalized at the elementary school level since No Child Left Behind by a rate of 44% in all school districts and in failing schools at a rate of 51%, reported Center on Education Policy by McMurren (2007). Furthermore, the evidence of this survey reminds us that this affects children's literacy skills because students don't have opportunities to build vocabulary and background knowledge. Since most states measure success based on reading and math scores, both veteran and novice teachers may feel pressure to teach to those tests and therefore, could have challenges in providing meaningful learning opportunities of core concepts in social studies with well-rounded programs for students as active citizens.

The National Council for the Social Studies in the article Purposeful and Powerful Teaching (2009) has several recommendations for implementation in the elementary classrooms. To ensure equity for all students, teachers need time for preparation, collaboration and instruction. Ideally, a daily block of time would be allocated for elementary social studies equivalent to that provided for other core content. This requires that programs have materials for children to explore and manipulate that represent diverse people and perspectives.

Because of perceived or predetermined time constraints, lack of plan time or resources, social studies instruction may be limited to a focus on food, fun, families, festivals, flags and films (Powerful and Purposeful, 2009). It may also rely on the values education approach many elementary schools take toward character virtues during the social emotional learning time. Instead, learners would benefit from having a variety of ways to understand a given concept through learning experiences that involve core values of democracy, including freedom of speech and thought, equality of opportunity, justice, and diversity which are essential not only for character development and their role as citizens, but as critical thinkers, readers and writers.

In addition to time for planning and implementation, research shows that elementary teachers are not always prepared to or interested in teaching social studies (Purposeful and Powerful Teaching, 2009). To enhance effective social studies education, they say that when teachers see the importance of teaching and learning social studies, they will transfer their enthusiasm to students. This can be supported through professional development and access to appropriate resources.

Cultural Universals

Across the country, in various elementary classrooms content of social studies is taught in myriad forms. The research I will sight in the next section highlights the importance of using literature, informational texts and multiple exposures of concepts in authentic ways with students to ensure lasting understanding and application. The information presented by Alleman, Knighton, & Brophy (2007) provides a foundation for incorporating cultural universals in the CCIG for building background and activating

prior knowledge. It is explained that using cultural universals can be a centerpiece for building a classroom community and including all children in the goal of developing connected knowledge. In the article, Alleman et al. (2007) identify cultural universals as "basic human needs and social experiences found in all societies, past and present, and include food, shelter, clothing, transportation, communication, family living, money, childhood, government, and so on" (page 166). Since these domains of human experience exist(ed) in all cultures and are not always the same, these scholars agree that that cultural universals are useful dimensions for understanding societies and making comparisons across and within communities.

Alleman et al. (2007) state that these dimensions provide an ideal starting point in the early elementary classroom for developing initial social understandings. Cultural universals should be taught with a focus on powerful ideas and life application so that children can understand cause and effect relationships and motives underlying them. This includes ideas about how and why systems got the way they are, work the way they do and vary across cultures and locations. Since the content associated with cultural universals is inherently about humans taking action to meet their basic needs and wants, students are easily able to connect to these ideas and they are available in accessible narrative formats. Narratives are about humans engaged in goal-oriented behaviors including: Causal relationships, social interactions, economic processes, political processes, and their development over time. Focusing on the similarities across locations and cultures of how humans meet their needs and common wants, helps to build empathy by seeing life and choices through the eyes of the other.

Brophy & Alleman (2002) give an in depth explanation regarding the importance of teaching cultural universals in the elementary classroom. The content learning begins with things that are familiar and that all humans have personal experience with and therefore make a great launching point for developing units for student understanding, appreciation and life application. Students take a look at the their own specific local culture, other contemporary cultures, and various cultures from the past to identify similarities and differences. What makes this type of curriculum essential is that it not only describes things as they are or were, but goes further to draw connections by asking why and how things are, were and came to be that way. Therefore, providing opportunities for co-constructing knowledge.

Alleman et al. (2007) suggest that social studies instruction should be centered on big ideas and develop in-depth ideas with attention to how students will apply the knowledge. By building on prior knowledge with big ideas, students are learning for understanding and conceptual change. In 2002, Brophy & Alleman developed several curricular units based on the argument that topical units around cultural universals are an ideal foundation for teaching social studies in the primary grades. I find that the structures they propose support the development of my CCIG because they emphasize teaching for understanding and conceptual change, building on students' prior knowledge, developing key ideas in depth and application to life outside of school. As a model for what I would like to develop, I find the following components of their 3-4 week unit to be helpful as I consider essential elements as they relate to SLEE: Cultural universals experienced in contemporary society with personal connections to students, an

explanation of how material culture and technology have evolved, variations in today's world in different locations and cultures, physical examples like artifacts, field trips, photos and children's literature and extensions for home that give student an opportunity to connect and apply what they are learning.

English Language Arts and Social Studies Integration

Many researchers and educators identify the benefits of integrating social studies, reading, and writing instruction. The reading of children's literature has been utilized to help young students comprehend challenging concepts. Reading texts aloud to young students also has the potential to support learning in both social studies and reading simultaneously says Strachan (2015). Integration provides rich context for acquiring literacy skills. However, her research found that integration often means that social studies instruction and themes are reduced in order to prioritize ELA.

Joseph Sanacore (1990) offers suggestions for social studies teachers to keep students engaged as lifelong learners. He recommends four general practices including: Using children's literature, a variety of materials in class, regular read alouds and the avoidance of occasions that discourage students from reading. Farris and Fuhler (1994) agree that picture books are effective resources for teaching social studies concepts and can be used to make connections in anthropology, geography, history and sociology. They argue that a deeper understanding and feeling is experienced through children's literature and, is a more palatable way to present difficult topics than a historical rendition alone. It can present memorable social data about people's actions to enhance learning of content knowledge.

Writing

A national survey on writing in the primary grades, Cutler and Graham (2008) made recommendations for improving writing instruction in the primary grades. Their survey found that most students spent less than thirty minutes a day on writing. They found that this is insufficient given that by the time students reach fourth grade, two thirds of them are not able to complete grade level tasks in writing. Therefore, one of their recommendations is to increase and even double the amount of time spent writing. They also found that most primary classrooms engaged primarily in narrative writing, communication writing, worksheets or response to reading writing but not expository writing. They report findings that even struggling students in the primary grades are capable of producing this type of writing.

Interactive Read Alouds

Scholars agree that interactive read-alouds provide invaluable and dynamic learning opportunities for young scholars. As I found in Strachan (2015) and I will discuss later in this chapter in greater detail, Vygotsky (1978) theorized that "children develop higher-order psychological processes through social interactions with more experienced others". This goes on to suggest that interactive read-alouds allow teachers to support student learning of new concepts through direct instruction to scaffold their sense making by asking questions, making connections and extending their responses. Through multiple read-alouds and collaborative discussions students begin to internalize concepts and integrate them into their own framework and this extends to content vocabulary and print knowledge.

Throughout my research, I am reminded that read alouds of children's literature provide a point of connection for challenging concepts. In addition, scholars such as Alleman and Brophy (2010) agree that picture books are valid resources for teaching new concepts that spark curiosity in children and make the content feel more personal. The National Council for the Social Studies publishes an annual list of trade books for young people in the content area of social studies (Frank, 2016).

A more recent study by Strachan (2015) shows that students can build their social studies knowledge and content literacy simultaneously during the interactive reading alouds based on social studies concepts. This suggests that not only children's literature and picture books are essential for developing young learners background and critical thinking skills, but informational texts also help to develop content vocabulary as well as other critical literacy skills. Experience reading informational texts in the primary grades prepares students to critically comprehend and compare these types of texts in the later grades. By using interactive read-alouds in the early grades, teachers have the opportunity to address misconceptions and help to make connections between the text, concepts and the children's lives. This study showed that students had a deeper understanding of various social studies concepts after interactive read alouds with a series of carefully selected trade books.

The recommendation from the above study is not only to read informational texts about social studies concepts, but to build on our historical research that suggests that we can integrate these concepts into the ELA classroom through read alouds of children's literature and picture books as well. What I conclude from the findings is that it is not a

matter of touching on various social studies concepts throughout the year by selecting

random stories or using a basal reader, but rather to discuss concepts on multiple

occasions and through various modalities to deepen the understanding through

comparison of sources.

<div style="text-align:center">Effective Teaching Strategies</div>

Culturally Relevant Teaching

Instruction in social studies is essential in enabling students to develop skills for

participating in diverse learning and work environments including creativity, critical

thinking, problem solving, global awareness and financial literacy. According to the

Social Science Standards Revision Task Force, the developers of the of the 21st century

Illinois state social science standards, teaching and learning should build the foundation

to prepare informed and effective citizens so that they will engage in the workings of our

democracy (Wiley, 2016). Since the aim of social studies is to explore human

relationships and the disciplines of civics, economics, geography and history as

preparation for college and career as informed and active citizens, it is essential that

teachers implement a culturally relevant teaching framework which Jones, Pang and

Rodríguez (2001) described as acknowledging the importance of connection between

culture, teaching and learning. This means that instruction is compatible with and

integrates the elements of the primary cultures of the students in order to promote access

to their relevant prior knowledge by using student's culture as a base for building

knowledge. According to this article, teaching social studies is grounded in the socio

cultural theory developed by Vygotsky (1978) which I will elaborate on in the next

section of this chapter.

Child Development in the Classroom

In the push for students to score high on tests in order for their school to achieve a high rating so that teachers and administrators are deemed successful, child development can be left out of the conversation. Much like a curriculum based on cultural universals attempts to meet the child as they are with the base knowledge as a foundation for building, attention to a child's own schedule of development has the power to engage life long learners by increasing the success and joy in the classroom for both the learners and the teachers. Wood (2007) incorporates ideas of from child development experts like Piaget, Erikson, and Gesell to help educators understands who their students are how they develop. This book is a resource I continually refer as I develop lessons or run into challenges in the classroom. For the purpose of developing appropriate curriculum resources for students in the primary grades, I choose to focus on certain developmental characteristics that Wood (2007) describes as beneficial to supporting the natural development of six and seven year olds.

There are slight differences between these characteristics for six and seven year olds which teachers should consider when differentiating for their students in first and second grade or even among a single grade level, as students progress at different rates. To use Wood's (2007) categories six year olds benefit from instruction in social studies that is associated with the present and has a personal connection to their experience. They enjoy experiences like field trips, games, poems, riddles, and songs, rather than workbooks. These activities provide great opportunities for making personal connections

and to practice retelling. In contrast to the constant shushing and request for quiet classrooms, the busy six year olds appreciate group work and the noise associated with conversations in those activities. They love sharing what they know and learn and practice using language by explaining things. As they are just learning to read and write, they find joy in the process and learn from discovery. They need opportunities to explore and ask questions as they figure things out. Six year olds use drawings to influence their story development and begin to write full sentences using inventive or phonetic spelling.

As Wood (2007) notes, while they are similar in many ways, seven year olds are growing and changing as well and therefore have slightly different needs and experiences in school. While they are developing their vocabularies, they want to know what words mean. They can quickly classify, sort and reflect on their learning. When entering primary classrooms, an observer might see a seven year old tucked away in a laundry basket or under a table because they like confined spaces. Unlike their six year old selves, they are less comfortable with that working noise level and desire a quiet and calm work environment so that they can work for extended periods of time. Now instead of group work, they are more interested in working alone or with one other partner. They need to check in with an expert or teacher frequently to review learning verbally. They are interested in narratives and the story line. Now they write before they draw and don't rely on pictures to tell a story. They begin to show what they know in science or social studies by responding in writing and can write about familiar topics and serious issues.

Visual Exit Directions

An important strategy that I have found to be essential for ELLs and is suggested

to be helpful for all learners comes from Grinder (1993) called ENVoY, or Educational Non-Verbal Yardsticks. ENVoY combines non-verbal communication for teaching and management and claims seven gems and four stages for effective use in the classroom. In a reference from DePorter and Hernacki (1992) it is stated that: We learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what see and hear, 70% of what we say, and 90% of what we say and do. During my training as an ESL teacher, I was introduced to one of the gems of the model, "Visual Exit Directions" which is implemented at the third stage called "transition to seatwork." Incorporating this strategy into my lessons has been transformational for me as a classroom manager and for my students taking ownership of their learning. As is explained in the presentation by McLandress (2010), this is an essential element because verbal directions leave the teachers as the only source of accurate information, however visual directions empower those with access to become independent from the source of information. Therefore, he recommends that the technique is to first show the assignment, include what is expected upon completion and finally tell what to do when the assignment is completed.

Students in the primary grades and ELLs need more than written directions posted. On his website, Grinder (2015) says that graphic directions engage the right brain and therefore the student's memory of the directions is clearer. I have noticed that students can quickly reference a graphic image beside the written direction to redirect themselves to the stage in the process they need to be. Brickman (2017) summarizes the four stages of ENVOY. At the transition to seatwork stage, she breaks down the exit directions into four steps to be posted: *Need, Do, Put and When Finished*. Several photos

examples from classrooms her consultancy has trained are posted for reference there. Beside each step, is a graphic image and text directions. Brickman (2017) reports that visual directions open space for the brain to focus on the academic piece instead of the management piece. It then enables the teacher to respond to procedural questions by simply pointing to the steps she already presented. This, she claims, preserves the relationship between the student and teacher and avoids the frustration of answering the same questions over and over again.

<p align="center">Theories in Second Language Acquisition</p>

Developing English Language Skills

According to Cummins (1979), ELLs must acquire both Basic Interpersonal Conversational Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Since BICS is used in conversational settings and is context embedded, it has clues that are available to both speaker and listener which makes it cognitively less demanding. In contrast, CALP is context reduced and is associated with written texts in content areas like math, science and social studies. Since by nature it is decontextualized, ELLs requires higher cognition and explicit instruction. The research of Cummins (1979) found that acquisition of BICS usually takes only two to three years whereas CALP can take five to seven years for ELLs to achieve proficiency and even 10 years to reach grade level proficiency. Students in ELL pull out take the longest to achieve grade level proficiency. This supports the practice of co-teaching in the content areas with a team consisting of an ESL teacher and classroom teacher especially in the primary grades to build the foundation for developing strong CALP in an integrated classroom.

Sociocultural Theory

Interactionist theories like Focus on Form, Sociocultural Theory and Sociolinguistic theories are generally grouped together because of their common assertion that interaction is key to second-language acquisition (Tarone and Swierzbin, 2009). They suggest that it is not only access to comprehensible input that is sufficient for language acquisition, as suggested in Krashen's (1987) theory rather, it is essential to use communicative activities in the classroom.

According to Vygotsky's (1978) sociocultural theory, that includes the Zone of Proximal Development, a learner can independently perform at their actual developmental level, while with support and collaboration with a more capable partner as in a teacher or a peer, they can achieve a higher potential level through mediation (Dunn and Lantolf, 1998). In sociocultural theory the importance is placed on attention to linguistic form through interaction with a more knowledgeable other using scaffolding. Tarone and Swierzbin (2009) found that these are forms that are new to the learner and therefore are only available with support. In this way, the partners are co-constructing knowledge so that the learner has an opportunity to practice and notice the target language form while working toward proficiency through acquisition. Gass and Selinker (2000) suggest this language theory is a tool that enables humans to synthesize experience and interaction to develop cognition.

Output Hypothesis

The Output Hypothesis developed by Swain in 1985 claimed that language acquisition could be stimulated through output by drawing learner's attention to the

syntactic process. A message can be comprehended without much attention to syntactic analysis as in input, however when a learner is producing the target language they will notice the gaps in their knowledge between what they know and what they are able to say. It is essential that the input they receive be then practiced through output (Izumi and Bigelow, 2000).

Focus on Form

Supported also in the approach of *Focus on Form*, is the practice of the teacher and learners toggling back and forth between meaning and linguistic form as in noticing the input (Schmidt, 2001). Noticing can happen through producing the inter-language output, attending to second language input, or corrective feedback provided through interactions with others.

Functional ESL Curriculum

Chamot (1983) describes the purpose of a Functional ESL Curriculum in elementary classroom by describing the language functions and notions are clearly and systematically incorporating them into the ESL and content curriculum in order to facilitate language learning as a pragmatic process rather than a descriptive one. Therefore, it is skill based which enables students to do things with language. A function might include: giving or receiving information, socializing, asking questions, or expressing opinions. Notions could be existential, spatial, comparative, for identification or relational. According to Chamot (1983), by combining the function and notion, the learning can focus on what the language does rather than how it works grammatically. In the case of this curriculum, the functional objective is in giving and receiving information

about cultural universals and the notional objective is in comparing and contrasting the cultural universals in relation to time, environment and traditions.

Literacy Processes and Methodologies

Sociocultural Model

In this section of the Literature Review, I will emphasize the importance of the use of a sociocultural model as explained by Diaz-Rico (2004) which features literacy processes that promote an interactive classroom with opportunities for student talk through reading, writing, listening and speaking. These practices aim to ensure that educators are fostering an environment for ELLs that respect culture, human interests and imagination. Simultaneously, as learners begin to read, write, speak, listen and think they are also determining which elements of the target language and culture will prepare them to transform their lives through a worthwhile investment of time and energy and not merely an existence in the social order.

Communicative Approach

In the Communicative Approach, the classroom provides a context for authentic communication. Chomsky (1986) proposed that all humans have an innate language learning ability, which referred to as a *language acquisition device* (Herrera & Murry, 2005). Furthermore, since language acquisition is a natural process it is most important to provide a language rich environment that facilitates language development through meaningful social and communicative interactions in the target language. Therefore it is essential that language, thought, meaning and use not be isolated but rather integrated in a way that mirrors natural communication. (Herrera & Murry, 2005)

ELLs and their classmates in low socio-economic settings need a communicative environment to excel according to Hoff (2013) and the Communicative Approach suggests that the best setting for this is in the content-area classrooms. The Integrated Content-Based Method is based on the understanding that, "language is learned, not because we want to talk or read or write about language, but because we want to talk and read and write about the world,"(Cazden 1977, page 42). It uses theme-based units to engage learners in authentic activities linked to specific subject matter and provides guided instruction for students to use relevant target academic language. Meaningfully language instruction is a part of this because the teaching of language concepts are structured about the topics, themes and ideas (Herrera and Murry, 2005).

Language Experience Approach

Diaz-Rico (2004) says that the Language Experience Approach as developed by Ashton-Warner (1963) and Freire (1972) is designed around storytelling and narratives and gives students the opportunity to illustrate a class-composed text. In this process, students dictate a story while the teacher writes it, and since the students are part of co-constructing the text, they will eagerly read over and over again.. The process is easily aligned to target specific vocabulary, grammar, writing conventions, structures and more. It increases self-esteem and confidence of young writers as they grow throughout the process. Through the Language Experience Approach students are naturally prepared to see the written text as relevant, interesting and readable because they are part of co-constructing it (Diaz-Rico, 2004). The limitations of the Language Experience Approach in content writing have led me to take several elements and combine them with my

understanding of Interactive Writing as will be explained in the next section.

Interactive Writing

Button et al. (1996) describe interactive writing as a process by which students share an experience or read a text as in the Language Experience Approach, but here they participate in writing the text by focusing on certain language forms. Students may take turns writing words, letters, or other characters. As the students develop their writing skills through scaffolding, the teacher gradually withdraws support through questioning and direct instruction. Like the Language Experience Approach, students return to the text several times, even reading it independently or in groups.

Literacy Squared Shared Writing

The Literacy Squared approach is a holistic framework for biliteracy, which is the ability to read and write in two languages with appropriate and effective use of language features and functions as defined by Escamilla (2014). As it relates to writing instruction, the Literacy Squared framework engages students in shared writing, collaborative, and independent writing with the greatest emphasis on shared and collaborative writing. As cited in this book, in Butvilofsky (2010) noted that students are less likely to work in their upper range of potential when writing independently, but rather are better able to do so through mediation with a more competent writer. Therefore, explicit teaching and interactive strategies for writing are incorporated in this model. The practice of shared writing is when the teacher and students take turns constructing the text orally and then on paper. The teacher begins writing the texts and students take turns writing the large full class version of the text, while the remaining students copy what the teacher writes

on their own paper. This process follows modeled writing where the teacher co-constructs the text orally with the students and then writes what the students dictate and uses meta-language to describe what she writes. Eventually, the class goes through the text again to edit what was written and make the text accurate and to demonstrate editing. Before the students begin independent writing, they will co-construct a text with their peers while the teacher monitors their writing. This activity promotes oral language development and negotiation as students work together to co-construct and edit a text. It also provides students extended time to work on writing and because it is collaborative, students are held accountable for their work. Students can eventually share work with the class as a final step before independent writing in this gradual release writing process. In the final stage of independent writing, students have the opportunity to try out what they have learned and have been practicing as they write their own text and the teacher conferences individually with students (Escamilla, 2004).

ELLs need scaffolding for writing to meet the standards established in the Common Core. In the article by Olson, Scarcella, and Matuchniak (2015), it is evident that culturally responsive teaching is essential for the writing instruction. Culturally responsive writing instruction engages students in connecting their background knowledge to what they are learning in school. In addition to engaging content, students need to know the purpose of what they are being asked to do and the task that they are to complete. Olson, Scarcella, and Matuchniak (2015) assert that teachers should provide access to explicit instruction in what they are expected to do and understand with clear explanations of punctuation, grammar and discourse features. Explicit modeling and

opportunities for collaboration through small group or partner work are important to allow students opportunities for interaction before working on an individual project. In addition, ELL students need to receive direct feedback from the teacher that affirms their effort in reading and writing so that they believe they can progress regardless of their current ability. One strategy in the article suggests that students read their work aloud to one another while the partner is listening and then identify the academic language by writing it is as they hear it. A modification I could make in my classroom would be to have a word bank for students to use and circle the language when they hear their partner use it.

According to Ernst and Richard (1994), through an integrative language approach, teachers can help give students a shared sense of culture by doing theme-based units that include picture books. Through read-alouds and character studies, students can develop a sense of relatability to the topic and authentic use for the vocabulary. This in turn increases students' confidence and willingness to take risks in writing. In addition, reading books provides opportunities to practice and hear new language.

Lotta Lara

According to Escamilla (2014), the *Lotta Lara* strategy is a play on words that is named for an educator, Estelle Lara, who applied findings from research of Wide Reading (Kuhn, 2004; Pikulski & Chard, 2005). In her application, students read three different texts three times each. The Lotta Lara strategy adds more readings to the text, which is where the Lotta initiates and extends into the amount of oral language practice which Escamilla (2014) calls oracy. This strategy requires specific and multiple stepped

planning.

According to its creators, it is important to first select an appropriate text that reaches toward the middle-higher end of the reading abilities in the classroom because it will be so highly scaffolded. With that in mind, Escamilla(2014) remind the teachers implementing the strategy to consider the following factors in selecting and adapting texts: The genre of the text should match the unit and be culturally and personally relevant to students, the language should represent the linguistic capabilities of the students and and provide opportunities for expanding linguistic repertoires. It is possible to modify and adapt selected texts to meet literacy and language needs of the students who will be practicing this strategy. I found that these adaptations and scaffolds are important so that all of my students have sufficient access to reading the texts with fluency and expanding their language development. Finally, it is essential that the text is available for each student to read and follow along. Since I always created an adapted version of the text, I printed a copy for each student to follow along, though Escamilla (2014), suggests that some teachers use an excerpt from a class textbook, multiple copies of a trade book or projecting the image from the document camera, etc. The recommendation is that the strategy is taught in the beginning of the year and repeated once per unit throughout the year.

After the appropriate text is select that addresses the content standards, language objectives and target vocabulary, teachers need to read the text thoroughly to identify specific vocabulary and language structures that will promote comprehension and encourage dialogue about the text during the oracy activities. There are several

suggestions in Escamilla (2014) for types of activities that support oracy which include vocabulary development, language structures and dialogue. These are to be included on each day either before or after the readings.

The reading schedule designed by Escamilla (2014) in the Lotta Lara strategy has the students reading one text three times a day for three days in one week, for a total of nine readings of the same text plus the initial read aloud done by the teacher before the students view the text. On each day of reading the Lotta Lara text, students will practice an oracy activity. On day one, it is suggested that attention is paid to activating and building background to set the foundation for reading the text. Since dialogue is one of three components of oracy identified (Escamilla, 2014), eliciting intrapersonal questions that relate to the target language of the text and encourage the use of targeted language structures and vocabulary are a great starting activity. Then, it is suggested to practice the words and phrases necessary for fluency and comprehension by doing a picture walk of the book and highlighting key vocabulary and structures. This helps readers to become familiar with the text and increases activation of fluency and comprehension. Each day the students participate in three readings of the text in the same order each day: The first reading is always an echo read where the teacher reads a phrase, sentence or section of the text that students first listen to, and then read a second time as a group to echo the teacher. The second reading is always a choral reading, where the entire groups reads together, at a slow, but relatively natural pace for developmentally appropriate reading of the text. Finally, students work with a designated partner to take turns reading the text. I have found it works best to pair students with a peer who is close to their own reading

ability. This way, students build confidence and work with support by practicing with a peer. They can either take turns reading every other sentence, page, etc. I then encourage them to go back again switch reading order. For students who are not yet ready for the partner reading with a like-ability peer, in a co-taught classroom, these students work in a small group to do additional echo reading with a teacher or continue working on oracy activities with vocabulary, language structures and dialogues.

theDictado

TheDictado described by Escamilla (2014) is a writing method adapted from a Mexican approach which uses multiple writings of a group of phrases or sentences that is used to refine and teach content, self correction and ELA skills like spelling, conventions and grammar in an integrated way. The process works by first having the teacher dictate a series of phrases or sentences to the students. Then, together the teacher and students collaborate to work through and write a correct version of the sentence. Finally, students use a different color pen or pencil to self-correct their writing using a system of codes for editing their writing with their teacher. Then, the same dictation is repeated multiple times throughout the week with the goal of improving from each day so that the students can notice, correct and improve their errors and composition. This strategy is supported for the development of spelling and grammar by the work of Genesee and Riches (2006), Gersten and Baker (2000), and Slavin and Cheung (2005) and grounded in social learning theories of Vygotsky (1978) that says student learning is enhanced in the zone of proximal development and through work with a more capable peer or adult.

My colleagues and I implemented this strategy with second and third grades and

ensured that we included a common and consistent editing marks reference and guide, high frequency words and target vocabulary, target language forms and structures, as well as created a checklist and rubric for tracking student growth on these writing prompts.

ELD through Classroom Conversations

Williams (2001) says that typical classroom language follows a pattern of Initiate--Respond--Evaluate, where a teacher initiates a conversation, the students respond and then the teacher evaluates the responses. The problem with the structure is the conversation is dominated by teacher talk and this is especially problematic for ELLs because they need practice using language. Therefore, Williams (2001) challenges educators to engage students in instructional conversations where learners have a stake in what is being said, have increased motivation and not only talk more, but say more! She goes on to explain the key teaching elements of what she calls instructional conversations that align with own practice and CCIG including: 1) A Thematic Focus or Big Idea 2) Activation or use of Background Knowledge 3) Direct teaching through Content Objectives 4)Promotion of Complex Language and Expression through Language Objectives 5)Elicitation of Basis for Statements or Positions through Accountable Talk.

This strategy or method of conducting dialogue is characterized by fewer "known answers", responsiveness to and acknowledgement of contributions by learners, a connected discourse, a challenging yet non-threatening atmosphere, general participation and self selected contribution. To foster this type of learning environment, the teacher must scaffold these structures into the culture of the classroom. Kagan (1989) and the Accountable Talk Sourcebook of the Institute For Learning (2010) both have several

resources for encouraging and supporting student talk through cooperative learning including interactive strategies and accountable talk which I plan to use in my CCIG. Since using language is how we make sense of the world, Jones, Pang and Rodríguez (2001) recommend using instructional conversations as a natural way to support the language development of ELLs in an integrated content classroom.

<div align="center">Planning Models</div>

The CCIG combines elements of Understanding by Design (UbD) backward design process of Wiggins and McTighe (2005) as well as the SIOP as explained by Echevarria, et al. (2011) to help integrate instruction for English and academic language learners in the content area of social studies using SLEE. In this section, I explain the elements present in both the UbD and SIOP models and how they are helpful in planning and implementing instruction. Then, I describe the limitations of them and the advantages of the type of planning model I am developing and how it is differs from the others.

Understanding by Design

UbD as a backward design process developed by Wiggins and McTighe (2005) focuses on teaching to achieve understanding by beginning stage one with established goals, enduring understandings and essential questions. These goals include content standards. The enduring understandings address what students will understand that applies to life outside the classroom and into adulthood. While the essential questions do not have a yes or no answer and are asked throughout the unit, the year or maybe across the content areas regarding knowledge and skills that students will acquire in the unit.

In stage two of UbD, the designer determines acceptable evidence of a

performance task including the criteria, what is assessed and what the students will do such as write, act, build, create, discuss, etc. They also consider other possible evidence like a quiz, answering questions, responding to prompt, drawing a picture, applying vocabulary, etc. This is incorporated with student self-assessment resources like rubrics or checklists.

The third stage involves the learning plan which includes the learning activities that address the question and acronym developed by Wiggins and McTighe (2005), WHERE TO: W is for where is the unit headed and why; h is the hook for gettings students attention and hanging onto it throughout the unit; e is for equipping students with necessary experiences, tools, knowledge and know how to meet performance goals; r is a reminder that students should re-think big ideas, reflect on progress, and revise their work; e is when students evaluate progress and self-assess; and t tells teachers to-tailor instruction to the specific group of students unique skills, cultures, interests and abilities. O is a reminder to organize to optimize deep understanding and not shallow coverage. The acronym as paraphrased above provides guidance for teachers to plan for and address the needs of learners. Finally, the UbD process suggests plotting learning experiences on a calendar to ensure sufficient time for all components of the unit and learning plan.

While I find the components of the UbD process to be incredibly helpful as a guide for planning and delivering instruction, the resources and suggestions provided are quite broad. This is good, because it is therefore usable by teachers in almost all settings. In my teaching, I have drawn from these elements and have begun to create a model and guide that is specific to the the integration of a content. The UbD provides a strong

foundation for what I will develop in chapter 3 and 4. The challenge and strength of UbD is the freedom it gives a teacher in designing curricular units and subsequently lessons. It provides guidelines for planning. While I have used the guidelines of UbD in the creation of my curricular units in the past, and intend to use many of the elements in the future, I propose it is helpful for teachers like me to have a template with which I can use to guide my thinking and planning and select already researched and tested tools, resources and structures that is specific to my primary grade students for integration of ESL and social studies.

Sheltered Instruction Observation Protocol

Sheltered instruction as described by Herrera and Murry (2005) employs various strategies including hands-on applications and social interactions, cooperative learning, guarded vocabulary and visual support (pg. 207). Guarded vocabulary can be explained as conscious efforts to accentuate words and ideas and simplify sentence structure. This method also has specific content objectives based on the state or national content area standards as well as language standards that are developmentally appropriately for the learners.

The SIOP model as described by Echevarria, et al. (2011) is a method of using instruction that emphasizes comprehensible input and interaction as part of the content curriculum for English language instruction. When done with fidelity, it provides ample opportunity for students to practice reading, writing, speaking, and listening skills. There are eight main components of the SIOP Model: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice & Application,

Lesson Delivery and Review & Assessment. In addition to the eight main components, there are 30 features of the SIOP Model that practitioners are expected to implement in order to ensure fidelity.

In various school communities where I have learned and taught, some of these components have become synonymous with good teaching and will be integrated into the CCIG. According to Echevarria, et al. (2011), each of the eight components contain critical elements to ensure the effectiveness of this methodology and summarized here: Lesson planning utilizes both content learning and language objectives that are linked to the standards so that learners gain experience with grade level content and skills through the use of supplemental materials and meaningful activities; building background emphasizes establishing connections to prior learning, previous experiences and direct instruction for developing academic vocabulary; comprehensible input requires the teacher to adjust speech, model and explain academic tasks both orally and visually and finally to use multi-modal techniques to ensure understanding and accessibility of language and content; strategies are explicitly taught to enable students to access information by providing strong models for reading comprehension that are practiced one at a time, and scaffolding that gradually increases while asking critical thinking questions to give learners opportunities to apply language skills and deepen understanding of content; interaction encourages elaborated speech and provides oral language practice enabling learners to develop content knowledge and second language literacy while they perform the following language functions: Confirming information, elaborating ideas or evaluating opinions; practice and application of content and language build and reinforce

writing, reading, listening and speaking skills; lesson delivery keeps educators mindful of student engagement and ensures that both content and language objectives are met; review and assessment are essential for reflecting on what students know, can do, use and which vocabulary and concepts need to be revisited. Therefore, it is essential to plan for and save time for the closing in the planning and lesson delivery.

The article Echevarria, et al. (2011) shows the relationship between teacher implementation of research based practices and student achievement through the results of a study. They found several challenges for teachers within a school that received professional development and support for a full semester including support for pre and post observation conferences, time for lesson preparation, restrictions laid out in the union contact, and constraints of the study timeline. These limitations would not be unique to this one setting. In addition, Echevarria, et al. (2011) also noted that there was a variation to the extent, which the teachers really understood the model and therefore concluded that some teachers need more support than others to implement the strategies and techniques. Since a full semester of support and training was not sufficient for many teachers in that particular setting, I propose that a more direct approach to planning and implementation could be more effective since the time constraints are real and pervasive in all the schools I am familiar with.

<div align="center">Conclusion</div>

In Chapter 2, I investigated theories, literacy processes, methods, planning models and best practices in teaching ELL's writing in the content area of social studies to show how curricula can increase student engagement. First, I reviewed relevant

studies and literature around methods in teaching social studies in the primary grades. I explained why it is important to teach social studies in the primary grades and best practices for doing so. After that I reviewed theories of second-language acquisition and methods in teaching language and literacy in the primary grades. Finally, I cited planning models that will inform my process for creating the CCIG. In Chapter 3, I will explain why the CCIG is a relevant and useful planning and teaching tool and how the research outlined in Chapter 2 continues to inform the design of the guide.

CHAPTER THREE: METHODOLOGY

Introduction to Methodology

Chapter 3 introduces my CCIG and explains how I intend to improve the design of what I have been using in the past and the elements from other planning guides it both draws on and improves upon. This curriculum guide should enable its users to consistently include meaningful social studies instruction for students while meeting the literacy and ELD demands with regard for the time limitations put on social studies and writing instruction and the importance of content development for young learners. Most importantly, this guide will be an interactive and comprehensive tool for planning and implementing dynamic lessons that incorporate best practices for teachings ELLs and developing deep knowledge of content and language. It also highlights the importance of culturally relevant materials, topics and scaffold support for using academic language as essential components for ELLs in the primary grades. The guide aims to engage learners by building background and expanding capacity for reading, writing, speaking and listening.

The creation of the curriculum addresses these questions:

1. How can primary teachers of ELLs use a CCIG to integrate the teaching of social studies content and standards with ELD?

2. How can using SLEE provide support for ELD in the domains of speaking and writing for ELLs in the primary grades?

This chapter begins with the educational context and an overview of the schools where I have been co-teaching social studies and ELD with regard to demographics of the students. Next, I will justify my rationale for creating the guide and then explain the limitations of other planning models. After that, there is a description of the development and structure of the guide and how it can be used to co-teach social studies and ELD in primary grade classrooms. Then organization of the guide is explained including planning materials, resources and lesson structures to address Illinois or Minnesota state standards in social studies, common core ELA standards and WIDA can-do descriptors for ELD in the primary grades.

<center>Educational Context</center>

The first and second graders I have worked with over the last several years can be classified as simultaneous bilinguals as described in Escamilla (2014)as acquiring two languages from an early age. They are in classes together with other students who are native speakers from low socio-economic settings. In both of my most recent school settings, 95% of the students qualify for free or reduced lunch. Between the two schools, 50% of the students speak a home language other than English, and close to 10% of the students can be classified as either homeless or highly mobile (HHM) because their families have moved three or more time in the last year. The students classified as ELLs vary in proficiency from newcomer to nearly native English speaker from level 1-5.

Given the large populations of ELLs, both schools have an ESL teacher who can either collaborate to co-teach with the classroom teachers or pull-out small groups for ELD. Both schools have begun implementing the co-teaching structure within the content

area of social studies, however there is limited planning time available for collaboration in both settings. In addition, there is resistance from the classroom teachers at Rise Up Charter Academy around teaching social studies and writing because of the emphasis by administration put on reading and math, and limited time for planning and instruction of other content areas in order to achieve high ratings based on standardized tests that do not evaluate social studies and writing.

Rationale

Since teachers do not feel equipped to teach or feel that they do not have the time to plan for social studies and writing instruction in the primary grades due to pressures to improve literacy score through reading, I am creating a planning guide that will help teachers integrate literacy skills and social studies concepts. The planning guide will also provide a structure for ELD and increased student language output through speaking and writing. The planning and teaching is designed to be a collaboration between an ESL teacher and classroom teacher since they each come with a unique set of knowledge of who their students are, what their needs are, and the various curricular and content goals for social studies, ELA and ELD. Teachers will also be directed to implement various co-teaching structures, interactive strategies, and structures for using academic language to maximize the dynamic of the two teachers while increasing student engagement and language output through speaking and writing.

Limitations of the Current Models

Since I began my teaching career as an upper elementary school ELA and social studies teacher, I have been using various unit plans for backward design and weekly

lesson planning templates based on UbD. When I transitioned to co-teaching ELL

through science and social studies, I began using unit and weekly planning templates

created by my ESL teaching colleagues based on both SIOP and UbD. Each year, I have

modified these templates to better suit my planning needs, the needs of students and the

accessibility and readability for my co-teachers. Many of the modifications were made

through collaboration with these co-teachers during our discussions of how to improve

instruction, the new practices we learned, professional development to implement new

strategies and overall best practices in planning for ELD and content teaching.

Both UbD and SIOP require significant training and practice in order to

implement with fidelity for highly effective instruction, which unfortunately is not

available for many educators. Both models have a broad reach and leave a lot of room

for teacher creativity. However, at times it is helpful to have a more formulaic model to

facilitate efficient and comprehensive planning. Each year I have modified similar

templates that are continually evolving through collaboration with my co-teachers.

This capstone project takes that practice of adapting unit and lesson plan designs

deeper to build on those evolving templates. In this chapter I will present my

methodology and offer a manageable unit, lesson design and instruction structure by

containing a limited number of resources, with brief and accessible directions and links

for implementation. It is based on elements cited in Chapter 2 that I have implemented

from both SIOP and UbD and various other planning and instructional resources and

guides. My format is different than each of these because it is structured through two

main documents: The Unit Planning Guide and The Weekly Lesson Plan that contain

resources specific to the first and second grade ELA, ELD and social studies instruction

for ELLs.

   The documents that I will present in the next chapter are embedded with resources

and instructions for best practices that ESL and content teachers can cut, paste and plug

into for various units and lessons and use repeatedly. The goal for this CCIG is that it

continues to simplify my planning practice and provides an accessible tool for sharing

plans, thinking, resources, structures and objectives with co-teaching teams and

collaborators. This gives all participants access to the foundational skills and components

of each lesson and unit, and since it is designed in Google Docs, it can be live and

editable by all members.

   In the past, I have used a less organized template that contained many of the same

concepts and ideas. Now, the research and design process of this capstone project

supports the improvement of the documents and methodology in creating the CCIG so

that it is first and foremost a usable tool for me in effective ESL and content instruction.

Furthermore, my hope is that it is also a useable and effective tool and resource for other

educators in the primary grades!

<div align="center">CCIG Development and Methodology</div>

   The methods, tools and resources employed to create the CCIG have been part of

my evolving planning and instructional practice throughout my career as an educator. I

am grateful for the opportunity I have had during this capstone process to flush out the

research so that I can create a tool that will be comprehensive and therefore usable in a

variety of contexts. My goal in the creation of the product is to develop a resource that is

easy to use and ensures an engaging learning experience for the students.

I will write all of my plans in Google Docs because it will enable me to link various documents, flipcharts, websites other resources directly to unit plans and lessons through hyperlinks and to organize them into folders that are editable by all members. This is beneficial to me as an instructional resource as well as to my co-teachers with whom I would be sharing my plans.

As I mentioned previously, much of my planning is similar to the components and elements found in both UbD and SIOP. Many of these elements have become so embedded in my own planning process that it at times is hard to distinguish their origin. However, as I will explain in greater detail in Chapter 4, I am using various models, resources, instructional strategies and structures to improve the design and functionality of the unit planning guide and lesson plans I have used in the past to create a more complete set of resources in the CCIG.

UbD by Wiggins and McTighe (2005) identifies three main stages of curriculum development. My CCIG embeds the elements of these three stages into the curriculum and lesson design process in a specific way that is outlined in exhaustive explanations in the book by Wiggins and McTighe (2005). Stage one is for establishing goals, enduring understandings, essential questions, and content standards. These elements will be embedded within the first three pages of the unit planning guide of the CCIG. The guide will explain examples of these using bulleted lists, links or short explanations so that a teacher can identify the key components without having to reference the UbD book. In addition, the CCIG incorporates language goals and learning targets, which are not

specifically a part of UbD, but rather SIOP's element of lesson design as reported in

Echevarria, et al. (2011). In stage two of UbD is planning for the performance task,

which is also similar to several elements of SIOP including building background,

comprehensible input, interaction, review and assessment, and practice and application.

Each of the elements could be incorporated into the CCIG in the SLEE, cultural

universals, and interactive strategies. Each contains examples with instructions and links

to support effective implementation. Stage two of UbD and one of the final elements of

SIOP include the review and assessments. In the CCIG however, these items will be

identified in the beginning of the unit to facilitate planning for the content and language

objectives that will be addressed in the next phase of lesson planning. Stage three of UbD

and the element of lesson delivery in SIOP are accounted for and detailed out in weekly

lesson planning guide. The final recommendation from UbD is to create a unit calendar to

plot the learning activities for the curricular unit. In the CCIG, this will also be embedded

in the planning the process, though it should be done prior to the weekly lesson plans and

adapted as the unit progresses.

 A unique feature of the proposed CCIG is that it contains elements of several

other best practiced that I have tried in my classroom including learning targets as

explained by Gonzalez-Quiceno (2012) with a diagram of Bloom's Taxonomy by

Grantham (2016), guidelines for including cultural universals as described by Alleman et

al. (2007), visual exit directions in McLandress (2010), various recommendations for

SLEE, interactive strategies from Kagan (1989) and co-teaching structures from a

blogpost entitled Co-Teaching Structures (2010).

The guide will include two main documents that I will call the unit planning guide and weekly planning guide. Each of these two documents will contain explanations of or links to the the key elements including: Essential Question, Guiding Question, Content and Language Standards, Big Ideas, SLEE, assessments and finally the language goals including language forms, functions and vocabulary. I will explain how they will be used and implemented in the subsequent chapter.

Conclusion

Chapter 3 began by restating the topic, describing the educational context, justifying the rationale for developing the guide, limitations of previous models and finally outlined for the elements that will be included in the curriculum integration guide. As the literature suggests in Chapter 2, there are various elements that go into designing a comprehensive social studies unit for ELLs. This chapter laid the foundation for the curriculum guide that will be explained in greater detail in Chapter 4.

CHAPTER 4: COMPREHENSIVE CURRICULUM INTEGRATION GUIDE

Introduction to CCIG

Unit planning through backward design as a first step in lesson planning has always been part of my practice as a teacher. I have also used various other resources including a weekly planning template to help organize my lessons and the content to ensure effective and engaging lessons for students. The drawback in this planning has always been that it has felt a bit disorganized and I often found myself shuffling through documents on my computer or in my file cabinets while grasping for a better form of organization. While I believe that each year I have managed to improve my planning and the template, I knew it needed a significant amount of time and research to create an easily usable tool for consistent and comprehensive planning and teaching. A foundation for this guide was done in collaboration with colleagues at Eisenhower Elementary School. We had developed a system and documents that allowed us to collaborate with some fluency.

In the fall of 2016, I moved to a new position, in a new city at a charter school that was still trying to establish how the teachers were to plan their lessons, and social studies and writing were not a priority and in fact seemed almost optional. It was when I encountered this situation at Rise Up Charter Academy that I solidified my belief that there is a great need for this CCIG in primary grade classrooms for ELLs in highly low socio-economic settings. In this school especially, it was clear that teachers had

insufficient planning time and were asked to produce planning documents that were not

relevant to the planning practice or instruction, but rather checked a box to make their

processes seem complete. While teachers were asked to backward plan using

assessments, standards and student data, this information was not easily accessible and

the document they were using was not a helpful tool. In an effort to support and

encourage ELD in classrooms full of ELLs and taught by teachers who expressed despair

at not having time to plan for this, I wanted to improve my planning structures and

documents so that they could easily shared used, explained and accessible for me and

other educators as well.

Chapter 3 explained the process and methodology used in the creating the CCIG.

Chapter 4 will present a guide to unit planning that is influenced by the UbD and SIOP

models to integrate social studies and ELD by using the standards and assessments to

identify what the students should know and be able to do by the end of the unit. It

contains the following elements: Essential Question, Guiding Question, Content and

Language Standards, Big Ideas, SLEE, assessments and finally the language goals

including language forms, functions and vocabulary. In addition to the unit guide, the

CCIG will include a weekly collaborative lesson planning template that incorporates: The

content standards, assessment rubrics for speaking and writing as developed by WIDA,

day of the week and unit, learning target for content, language objective and structure,

vocabulary, lesson outline, materials and preparation, and co-teaching structure. The

format and methods used are intended to help create integrated units in the future. While

it was created for first and second grade ELL teachers for co-teaching social studies, the

format and materials could be used to plan other content areas and by classroom teachers as well by beginning with any content, language standards and objectives or assessments.

Overview

Included in the following pages is my CCIG for integrating social studies and ELD with SLEE. First I created a guide for planning the unit that provides the foundation, information and resources for creating the unit calendar, weekly plan guide and the parent letter template to be used with each unit. The unit guide contains links to standards, ideas, resources, descriptions, explanations and suggested formats for each category in the CCIG. The same is true in the weekly planning guide and parent letter template. For ease of use, I have included blank templates of each document. The unit plan could be used with as many or as few standards as each teacher determines is prudent for his/her setting and time constraints. Typically, my units are planned to be 6-8 weeks, of 45 minutes a day, five days a week. Certainly the weekly planning template could be adjusted to accommodate the days and times permitted for instruction of social studies and ELD. I have also used the same templates and similar resources for planning science and ELD integrated units in the past.

The unit plan begins by identifying the name or topic of the unit. This is based on the unit objectives, standards, district or school mandates, essential questions and of course teacher creativity. Then, I have included links to other relevant documents including the unit calendar, weekly plan, and parent letter. The planning begins by reviewing the assessments that will be associated with the unit for example: Performance tasks, standardized assessments and the associated rubrics and checklists that are already

made or need to be created. Some schools and districts require certain topics to be covered, interim or benchmark assessments given or activities to be completed. By reviewing these first, we can identify the purposes for creating and reviewing assessments prior to instruction such as the standards to be addressed, the language demands, possible misconceptions, etc.

In the following section of the CCIG, are the social studies and ELA standards. In the guide I have links to both first and second grade for common core and for social studies in Minnesota and Illinois since I have worked with both and am targeting this CCIG to teachers in both locations. During this point in the process, select the relevant standards to be taught and include them here. Once the content standards and unit assessments have been identified, review the ELD standards and students developing abilities on the WIDA Can Do Name Charts to incorporate language objectives, forms and functions (WIDA, 2016).

The next section of the guide is set up to draft the enduring understandings and essential questions simple to Wiggins and McTighe (2005). As described in Enduring Understandings (2017), the enduring understandings are the big ideas that the learners should take with them from the unit and are relevant either in other content areas, are applicable in life outside of the classroom and will be used beyond schooling because they have lasting importance or relate to other fields. The essential questions do not have a right or wrong answer and student responses to these questions may evolve throughout the unit or the school year. The same question might be asked in multiple units and across content areas. The enduring understandings and essential questions should help to inform

the weekly lessons, SLEE and to prepare students for success on assessments.

In addition, consideration of the learning setting, context and structure is imperative for understanding how students will best learn in this unit. This is where it is helpful to use the Wood's (2007) recommendations for groupings and types of activities that are suitable to the ages of the students in the classroom. A few other important elements to consider for groupings and class structures are the reading, writing, and speaking assessments that help classify students' current skills and abilities.

As I referenced in the literature review regarding social studies instruction, identifying and making connections across cultural universals is helpful in engaging students in the content by activating prior knowledge and experience, connecting to both home and diverse cultures and in consideration of differences and similarities over time. Alleman et al. (2007) state that these are found in all societies, past and present are about taking action to meet the basic need and wants, basic human needs and social experiences. Here, it is important to consider which of these elements: food, shelter, clothing, transportation, communication, family living, money, childhood, and government are relevant to the current unit, which connections can be made to previous and future units and how they can apply to the SLEE.

With consideration of all of the previous planning elements, now it is time to consider which of the SLEE can be used to enhance the student learning experience in order to enable and empower students to achieve the learning objectives, address the essential questions and gain the enduring understandings that are the focus of the unit. In the guide, I have included several examples of these learning experiences, with

descriptions of each and some have examples that I have used in the past. These are essential for engaging learners in the content for enduring understanding and access to language as well. This section is full of activities that I have learned from other educators, through professional development, independent research and some of my own creations. Each unit will not use every SLEE, but several of the learning experiences can easily be implemented into each unit.

As explained in Chapter 2 regarding sociocultural theory by Tarone and Swierzbin (2009), interaction is key for second-language acquisition. Therefore, the next section in the guide includes interactive strategies for eliciting interaction between and among students and teachers. Many of these are strategies developed by Kagan (1989) and others are those adapted by my colleagues and me to encourage interaction and language development in the ESL and social studies classroom. Each strategies contains step by step instructions on how to use it in the classroom with first and second graders.

Now that the content and structural components of the unit have been identified, it is time to identify the specific content and language that will be taught throughout the unit. At this stage, we will chart out the daily topics, SLEE and any events that would affect the schedule on the unit calendar. The calendar can then be used a tool for identifying for planning the related learning targets and language objectives on the weekly planning guide. Included in the unit planning guide, is a formula for writing learning target that I adapted from a template created by Gonzalez-Quiceno (2012). Following this template for writing learning targets is table for identifying the language objectives including: Discourse demands, syntax demands, and vocabulary demands with

descriptions of each. It also includes links to Dutro's (2005) Matrix of Grammatical

Forms and the WIDA ELD Standards and Can Do Descriptors as found on WIDA (2016)

as resources for planning appropriate language to be used on assessments, SLEE,

interactive strategies and other activities. Subsequently, using the unit including essential

questions, enduring understandings, content and language objectives, vocabulary and

SLEE can facilitate the the creation of parent letter using the template linked to the unit

planning guide to be sent home.

   Finally, it is time to use the unit planning guide to create the weekly plans using

the weekly planning guide. This resource serves as my lesson plan that I share with my

co-teaching team, that I use to implement all of the planning I have done up to this point

and will use throughout the unit. It keeps me on track to ensure that I address the

necessary components in each lesson throughout the week and the unit.

   The weekly guide provides space for tracking the previous planning including:

The essential question, content standards, ELA standards and the WIDA Can Do

Descriptors. It then transitions to record the daily learning targets and language objectives

which maybe the same throughout the entire week and includes vocabulary as well. Next

it includes a guide to writing exit directions which are a transition to seatwork as

described by McLandress (2010), which is a strategy of the Educational, Non-Verbal,

Yardsticks (ENVoY) classroom management system as cited in chapter 2, which gives

learners more independence with seat work by giving them posted, visual directions. This

category of the weekly planning guide is a lead-in to the lesson outline.

   In the guide, there a few ways to draft the lesson outline. One way is a number list

that describes the sequence of learning and activities for each day. Another option is to list those same activities with the numbers of minutes required for each item. This strategy is especially helpful for planning and adapting as the school year gets under way and teacher comes to know the specific group of students and their unique abilities. For this section, a teacher might list the specific items for each lesson with notes and reminders, or a general note that conveys what will come next. Examples of each of these are included in the guide. Next, the weekly guide again references the unit planning guide to draw from the SLEE to list the learning experiences and resources for the week or on each specific day. This will be followed by a list of materials and preparation needed to have a successful lesson. Finally, if the teacher is fortunate enough to have a co-teacher, it is essential to identify the structure the lesson will take and the role of each co-teacher so that their purpose is clearly defined. I have included descriptions of five of the most popular co-teaching structures that I retrieved from a blogpost entitled Co-Teaching Structures (2010). Often I will use the same structure for a few days in row because it enables us to meet with various groups of students in greater depth and allows the students to master the structure.

The complete CCIG including is contained in the appendix following Chapter 5. In the appendix you will find the following documents: Unit Planning Guide, Unit Planning Template, Unit Calendar Template, Weekly Planning Guide, Weekly Planning Template, Parent Letter Template, and the Visual Exit Directions Template. Embedded with hyperlinks within the Unit Planning Guide and Weekly Planning templates are links to: Social Studies, ELA, and WIDA standards and Can Do Descriptors, Susan Dutro's

Matrix of Grammatical Forms, descriptions and examples of enduring understandings and essential questions, sample write assessment and rubric, examples of SLEE, and a guide to writing learning targets using Bloom's Taxonomy.

Conclusion

In this chapter, I explained how to use the CCIG. In Chapter 2, research showed that integrating ELD with social studies curricula increases student engagement and language production through speaking and writing. The CCIG integrates social studies, ELA content and ELD language standards and objectives together using best practice tools, theories, and resources reviewed in Chapter 2. The process of writing of this curriculum sought to answer the questions:

1. How can primary teachers of ELLs use a CCIG to integrate the teaching of social studies content and standards with ELD?

2. How can using SLEE provide support for ELD in the domains of speaking and writing for ELLs in the primary grades?

The following chapter will conclude the capstone. It will revisit the research presented in Chapter 2 and explain how that research was used to develop the CCIG. It will also reflect on the benefits and limitations I noted while writing this capstone. Then, it will make recommendations for implementation based on my experience and the research presented. Finally, it will suggest ideas for future use and research.

CHAPTER 5: REFLECTIONS

In my career as an elementary school teacher, I have had several opportunities to integrate social studies and English instruction. First as a fifth grade teacher, I combined language arts and social studies instruction through literature and writing. As a second grade ESL teacher, I taught ELD through both science and social studies that was based on a district initiative to increase literacy through ESL and content integration. When I transitioned to a charter school this fall, I found it was challenging to identify a cohesive plan for teaching social studies or writing due to an emphasis on reading and math instruction in preparation for testing. This experience increased my motivation for making a guide that would help teachers in primary grades develop comprehensive units that integrate social studies and literacy so that teachers can feel they are fulfilling the demands of the district or administration while teaching skills for dynamic learning in their classrooms.

In chapter 1, I explained my rationale for creating this unit guide, including my experience teaching social studies and the colleagues and students I have worked with. I also introduced the questions I developed in order to help address my goal:

1. How can primary teachers of ELLs use a CCIG to integrate the teaching of social studies content and standards with ELD?

2. How can using SLEE provide support for ELD in the domains of speaking and writing for ELLs in the primary grades?

With consideration of these questions, I explored research in Chapter 2 including rationale and methods for teaching social studies, integrating ELA and social studies, and best practices for teaching social studies, writing and ELD in the primary grades. Chapter 2 concluded with a review of planning resources for developing effective units and engaging curriculum that prepared me to develop the CCIG.

In Chapter 3, I explained the methods I used to develop my CCIG. In Chapter 4, I explained the various sections of the CCIG including the unit planning guide, the unit calendar, parent letter, weekly planning guide and the associated resources and links. Finally, Chapter 5 will review how the research in Chapter 2 supported the creation of the CCIG; a reflection on lessons learned from the process of writing the guide, including benefits and limitations of my work; recommendations for implementation; and ideas for future use and research.

<div align="center">Revisiting the Literature Review</div>

Writing the literature view has been an enlightening component of the process of creating the CCIG. As noted in Chapter 2, there are gaps in social studies instruction in schools that are pressured to reach certain goals on standardized tests that emphasize reading and math; therefore making it more difficult to provide vocabulary and background knowledge that could be supported by comprehensive and integrated social studies instruction. Educators require more professional development, time for planning and motivation and interest in teaching social studies, according to National Council for the Social Studies (Purposeful and Powerful Teaching, 2009). One recommendation from Chapter 2 by Alleman et al. (2007) is the use of cultural universals to engage

students in making past, present and future connections to the important concepts, elements and life skills through units centered on big ideas that develop in-depth ideas as in the CCIG.

In addition, several literacy processes and methodologies that complement second language acquisition theories are effective means of incorporating and integrating social studies, ELA and ELD. I have also found a few planning models to be effective, though in recognizing their limitations I redesigned a more specific model for use in my classroom that I think could benefit teachers in similar classrooms or schools.

<div align="center">Reflection</div>

As I compiled all of the components of the CCIG I realized many of the things I did intuitively, were not included in the structure I had been using. After completing the literature review of the other planning models, it became apparent how many of these were borrowed from UbD and SIOP, since I recognized the differences in each of them I confirmed the need for this specific guide. By identifying the missing pieces both in my documented plan and the specificity lacking in the planning models, I created templates and examples of each of the planning documents I could use consistently as I teach units with a systematic approach for planning and a predictable format for others that could find this guide to be useful for their setting.

I look forward to using the CCIG to develop and redesign integrated units in the future, as I have never in the past had the elements of unit planning so accessible and thorough. The process of organizing, referencing, and linking all of this components has been incredibly time consuming and especially helpful for me.

Benefits and Limitations

While the unit itself will be used in my teaching, the experience of planning and writing it has given me the knowledge and skills to continue this work in my teaching practice. The strategies I have found are considered best practice for integrating curriculum, and by integrating social studies with literacy, I am able to bring more civic engagement to my classroom. The main benefit of my research was the knowledge and skills gained from my experience in interdisciplinary unit planning

The experience of researching best practicing and integrating the resources and structures I find to be most useful has been a very rewarding process. This is especially beneficial because I plan to use the guide and resources within it as I plan units in the future which will undoubtedly save planning time in the future and improve the units and lessons for students. Using the guide will to ensure that I include all the elements of a comprehensive integrated units for diverse groups of ELLs in the primary grades since this has been an intensive process of researching and incorporating best practices. Another great benefit is that I can share this planning model with new teachers and other experienced teachers who are interested in this model and will be able to effectively and efficiently communicate my thinking because it is embedded within the guide. Finally, while it incorporates best practices for teaching ELLS in grades 1-2, the design and structure could be modified slightly in order to be beneficial for other grade levels and content areas.

While there are many benefits to this project and guide, nothing is without limitations. While it is certainly a benefit that the CCIG it is straightforward and provides

embedded resources, standards and activities to cut and paste for each unit or lesson, it still requires a good deal of planning, analyzing, thinking and examining of which to use for each unit and lesson which is quite time consuming. It is also true that the process of using assessments and standards takes intentionality and time to best integrate the ones that are most appropriate. Finally, many schools and districts have specific planning models and expectations for their teachers which could be a limiting factor for teachers who are required to submit lesson or unit plans in another format, though I believe it could be possible to modify district mandated curricular units using this guide and template.

<div align="center">Recommendations for Implementation</div>

Many teachers, myself included, have the benefit of teaching the same subject, content area or classes year after year. This design in best used in multiple units throughout the school year and in subsequent school years in order to continually make changes to improve instruction. I would also recommend users of the guide to begin planning a month or weeks in advance of the unit and come back to it as the unit approaches. It is also true that the best units and lessons in my experience are developed through collaboration. The most effective use of this guide would be to complete the unit plan, calendar, and parent letter first and then complete the weekly plans as you teach, week by week. It is imperative to check back with the plan while teaching the unit and ensure you are touching all of the elements you intended, and make notes for the next time you teach this unit or the next unit.

I chose to create and use the guide in Google Docs, because it is easy to share

with co-teachers, supervisors and other collaborators while maintaining a living

document that reflects how and what is being taught throughout the unit and from year to

year. If possible, I find it to be more useful to plan using the weekly plan in the guide

instead of individual daily lesson plans. It is important to be prepared for this planning

process to be time intensive. However, it will make the day to day and week to week flow

more smoothly, increase the flow and intention of the unit, and reduce the daily workload

throughout the unit.

<div align="center">Areas of Future Use</div>

The CCIG is the planning model I will use in my classrooms in the future and

would like to share with other interested educators. It is easily adaptable for use with

different ages of students and other relevant content areas such as science or math. I

always find it beneficial to solicit input from colleagues and co-teachers for

improvements and to stay abreast with developments in best practices. Through utilizing

the guide and seeking feedback, I hope to discover which features are missing, could be

improved, and are most effective. In the past, I have created student workbooks to

accompany my units and I wonder if these could be useful as a concrete part of the CCIG

for myself and other educators and how I could create a template this easy to use and

incorporates the continually expanding technology we are using in our classrooms.

<div align="center">Conclusion</div>

When I began writing this capstone, I set out to answer the questions:

1. How can primary teachers of ELLs use a CCIG to integrate the teaching of social

studies content and standards with ELD?

2. How can using SLEE provide support for ELD in the domains of speaking and

      writing for ELLs in the primary grades?

These are questions that developed out of my experience teaching social studies, ELA

and ESL in various schools. I have seen a deep need not only for language development,

but of rich content curriculum with access to social studies standards for students who are

burdened with endless standardized tests and test preparation. Conducting the literature

review enabled me to incorporate best practices in social studies education, second

language acquisition and integration writing into planning units and lessons through a

wide lenses will benefit both teachers and students. In the end, by designing the CCIG, I

was able to answer both questions regarding integrating social studies content and

standards with ELD and how SLEE provides support for ELD in the productive language

domains for primary grades.

APPENDIX A: COMPREHENSIVE CURRICULUM INTEGREATION GUIDE

1. Unit Planning Guide

2. Unit Planning Template

3. Unit Calendar Template

4. Weekly Planning Guide

5. Weekly Planning Template

6. Parent Letter Template

7. Visual Exit Directions Guide

8. Visual Exit Directions Template

_____ Unit Plan
(identify subject name for unit plan)

Link to Weekly Planning Guide
Link to Blank Weekly Planning Template
Link to Unit Parent Letter
Link to Blank Unit Plan
Link to Blank Unit Calendar Template

Assessments, Rubrics and District Requirements		
Performance Task	Standardized Assessments	Rubrics and Checklists
● Writing Tasks ● Team Projects ● Dialogues ● Video Presentations ● Poster Display ● Triorama ● Student Work Books ● Exit Slips ● _____	● Unit Tests ● NWEA Map Tests ● Interim Assessments ● Benchmark Assessments ● Standardized Assessments ● District, State, National Assessments ● _____	● Teacher Created ● Student Created ● Self Assessment ● Peer Assessment ● Standardized ● _____
Purposes for creating and reviewing assessments prior to instruction:		
● identify key vocabulary ● identify language demands ● Identify misconceptions	● identify relevant images and realia ● consider student background knowledge and how to activate prior knowledge	

Gayle Hammer, 2017

	● develop guiding questions and enduring understandings

Social Studies Standards	
first grade	second grade
Illinois State Social Sciences Grade 1 Learning Standards	Illinois State Social Sciences Grade 2 Learning Standards
Minnesota State Social Studies K-12 Learning Standards	Minnesota State Social Studies K-12 Learning Standards

Common Core ELA Standards	
first grade	second grade
Common Core ELA Writing Standards Grade 1	Common Core ELA Writing Standards Grade 2
Common Core ELA Speaking and Listening Standards Grade 1	Common Core ELA Speaking and Listening Standards Grade 2
Common Core ELA Reading Informational Texts Grade 1	Common Core ELA Reading Literature Standards Grade 2
Common Core ELA Reading Literature Standards Grade 1	Common Core ELA Reading Informational Texts Grade 2

WIDA English Language Development Standards
WIDA English Language Development Standards and Can Do Descriptors

Enduring Understandings
Guide to Enduring Understandings
These are the big ideas that students will know and be able to do at the end of this unit.

Gayle Hammer, 2017

These are framed as declarative sentences that present major curriculum generalizations and recurrent ideas.

They frame big ideas that give meaning and lasting importance as they relate to other fields and their adult lives. Address areas of misunderstandings and provide conceptual foundation for studying the content area.

Essential Questions
Click to read examples and non-examples
May be asked throughout the unit and across units throughout the year. Essential questions are intended to spark discussion and challenge thinking. These are meant to stimulate inquiry and ongoing thinking, as they do not have a correct answer. They demand justification and support and therefore, the answers formed to these questions are expected to change and evolve as understanding is deepened.

Learning Setting, Context and Structure		
How many students and Group structure PAIRS--SMALL GROUPS-- WHOLE GROUP--INDIVIDUAL--GENDER		Writing Assessment Levels QUICK WRITE ASSESSMENT
HOMOGENOUS BY READING LEVEL HOMOGENOUS BY WRITING LEVEL HOMOGENOUS BY ELD LEVEL	HETEROGENEOUS BY READING LEVEL HETEROGENEOUS BY WRITING LEVEL HETEROGENEOUS BY ELD LEVEL	
ELD(language levels and abilities)		Reading Levels USE STEP, F&P, STARR DATA, ETC

Gayle Hammer, 2017

WIDA CAN DO NAME CHARTS	

Cultural Universals to Build Background								
Cultural universals are useful dimensions for understanding societies and making comparisons across and within communities and are inherently about humans taking action to meet their basic need and wants, basic human needs and social experiences found in all societies, past and present, and include:								
food	shelter	clothing	transportation	communication	family living	money	childhood	government

Student Learning Experiences for Engagement (SLEE)	
Field Trips	● Can be done at the close of unit so that students can apply their new knowledge or to activate prior knowledge and set a base for the unit.
Community Experts	● Ideally this person is a local community representative. Could be a parent or another member of the community who comes in between the middle and end of the unit to reinforce the new knowledge foundations and extend learning
Realia/ Artifacts	● These are real life objects that students can see, touch, and manipulate while using the content vocabulary and language demands in order to make real life connections for enduring understandings
Simulation	● This is an activity that mimics a real life experience that encourages students to think about the enduring understandings and to answer the guiding questions in an authentic setting to practice the discourse and vocabulary. They have to make real decisions that affect a real

Gayle Hammer, 2017

	outcome.
Group Construction	• Students work on a team to create a real life model to represent the target understanding that they can use to demonstrate their enduring understanding, answer the guiding questions, and apply the key vocabulary and target discourse.
Shared Writing (LEA)	• Class Science Book from Science Experience (Second Grade) • Class Writing Book based on The Important Book by Margaret Wise Brown to introduce main idea and supporting details
Children's Literature and Informational Texts	• Literature with Social Studies Themes • The Brown Bookshelf • Notable Social Studies Trade Books For Young People • How to select appropriate texts ○ Checklist
Student workbook	• This will change according the content and language of each unit. I am including a few examples as models. • History Unit (Second Grade) • Geography Unit (Second Grade-MN); Geography Unit (Second Grade-IL) • Includes elements of non-fiction text: title, author, page numbers, table of contents, glossary, key vocab (bold words or word bank), diagrams with labels (student created), target language structures

Lotta Lara	• Revised Children's Literature (fiction)
	   ○ Start Saving Henry (Spending, Earning and Saving Money)
	   ○ Pancakes, Pancakes (Human, Natural and Capital Resources)
	• Revised Informational Text (non-fiction)

theDictado	• Checklist • Sample Sentences

Gayle Hammer, 2017

Games: Bingo, Memory, Puzzles	● Board Games from Lakeshore Learning (with adapted rules, currency, etc to meet needs of students)
Songs	● Economics Sing-A-Longs ● Adapted Nursery Rhymes and Songs
Videos and Note Taking	● Discovery Education Streaming Plus
Apps for tablets	● EDUCREATIONS ● WRITE ABOUT THIS ● TELL ABOUT THIS
Parent Engagement Letter	● Includes: essential questions, enduring understandings, unit activities, with suggested activities and vocabulary for home

Interactive Strategies: Kagan Cooperative Learning Strategies	
1. Think Pair Share (Kagan, 1989)	Students Dialogue to compare ideas or getting to know one another. ● Teacher poses a prompt: Question, problem, etc. ● Students think about their response. ● Students pair up. ● Partner 1 repeats the question for partner 2. ● Partner 2 responds to the question. ● Partner 1 responds: I agree/I disagree/I'm not sure...because…. ● Partner 2 can change their modify their thinking or keep it the same. ● Teams share idea with the group.
2. Museum Walk	Students publish their work, view and comment on the work of their peers ● Students complete performance task and/or present product to the group by displaying it. ● Half of the students walk around the room to view the products ● Students can ask questions of the presenter: self generated questions, or rehearsed questions co-constructed by class and written on a notecard, or write questions and comments on post-it notes for peers to respond to or read

Gayle Hammer, 2017

3. Inside-Outside Circle (Kagan, 1989)	**Students Dialogue to check for understand or getting to know one another.** ● Teacher poses a prompt: Question, problem, etc. ● Students stand in 2 concentric circles. ● Inside circle poses question to outside circle. ● Outside circle responds individual facing them. ● After given time, all student on the outside rotate and meet a new partner for discussion.
4. Listening Fingers	**Students Give and Listen for Supporting Details** ● Teacher poses a prompt: Question, problem, etc. ● Students pair up ● Partner 1 repeats the prompt to Partner 2 ● Partner 2 responds to the prompt with as many supporting details as he/she can or number designated by the teacher ● Partner 1 holds up fingers to count the details as partner 2 says them. ● Switch roles with new question, partner 1 repeat details back or adds more details
5. What's My Level?	**Students practice expanding language by identify WIDA Speaking Stairs levels** ● Teacher provides a question prompt and posts it on the board, or writes on notecards for students to read to partner. ● Students find a partner and sit knee to knee ● Partner 1 asks partner 2 the question posed by teacher. ● Partner 2 responds to question the best he/she can using resources posted around the room. ● Partner 1 listens and then holds up fingers to show the WIDA Speaking Stairs level response ● Partner 2 says, I'm satisfied, or I can do better. Then tries again or switches roles.
6. Quiz-Quiz Trade	**Students practice target language by asking and answering questions** ● Each student gets a card with a prompt: Questions, vocabulary, image, sentence frame, etc. ● Students read cards silently and ask for clarification if needed. ● Students stand up and find a partner, high five, and sit down knee to knee. ● Partner 1 shows card to partner 2, partner 1 reads card to partner 2 ● Partner 2 listens and responds to partner 1. ● Partner 2 then reads his/her card to partner 1.

Gayle Hammer, 2017

	● Partner 1 listens and responds.
	● Partners trade cards and find a new partner.
10. Numbered Heads Together (Kagan, 1989)	All students are accountable to know the group answer.
	● Students work in small groups and each student gets a number.
	● Teacher asks the class/ group a question.
	● Students put their heads together so each student has an answer for the group.
	● Teacher calls out a number, and that student answers the question for the group.

| Critical Thinking Skills: Writing Learning Targets |

I can _____ (to/what) _____ by _____/_____.
         (Bloom's verb)   (content/ skill/ etc)   (performance verb)   (performance of understanding)

I can identify currency over time by simulating trading and bartering with objects from the past and recording their value.

Bloom's Taxonomy of Critical Thinking Verbs		Content/Skill	Performance/Showing Verbs	Performance of Understanding
Create	create invent plan compose construct design imagine	...see standards	● Arranging/Matching ● Building/ Constructing ● Charting ● Computing ● Counting ● Creating	● Writing Tasks ● Team Projects ● Dialogues ● Video Presentations ● Pictures ● Poster Display ● Triorama ● Student Work Books
Evaluate	decide rate			

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	choose recommend justify access prioritize		● Discussingw/ Partner ● Drawing ● Formulating ● Graphing ● Grouping ● Highlighting/Pointing ● Modeling ● Presenting/Teaching ● Simmulating ● Solving ● Summarizing ● Translating	● Note taking ● Exit Slips ● _____
Analyze	explain compare contrast examine identify investigate categorize			
Apply	show complete use classify examine illustrate solve			
Understand	explain compare discuss restate predict translate outline			

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Unit Planning Guide

Remember	name describe relate find list write tell			

Language Targets and Objectives
Susan Dutro's (2005) Matrix of Grammatical Forms WIDA English Language Development Standards and Can Do Descriptors
What language does the student need in order show he or she knows and can do?

Discourse Demands (Thinking skills, how students use the language)	Syntax Demands (Sentences, grammar)	Vocabulary Demands (content-specific words AND general academic vocabulary)
● These are question prompts and response prompts (sentence frames) that are needed to discuss, interact with and write about the topic/unit.	● These are grammatical features that are the focus of the unit. ● Use Susan Dutro's Matrix of grammatical forms. ● Teach these explicitly and use them in discussion, student activities and workbooks and assessments. ● Practice Sentence frames with various vocabulary.	● Identified vocab by reviewing the texts for the unit. ● Incorporate writing, speaking, listening and reading activities that utilize this vocabulary. ● Use vocabulary in SLEE, assessment and language forms.

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_____ Unit Plan
(Identify subject name for unit plan.)

Link to Weekly Planning Guide Link to Blank Weekly Planning Template Link to Unit Parent Letter Link to Blank Unit Plan

Social Studies Standards

Common Core ELA Standards	
CCSS.ELA-LITERACY.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.6.2.A	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-LITERACY.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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CCSS.ELA-LITERACY.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
CCSS.ELA-LITERACY.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-LITERACY.W.6.2.E	Establish and maintain a formal style.
CCSS.ELA-LITERACY.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
CCSS.ELA-LITERACY.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-LITERACY.W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CCSS.ELA-LITERACY.W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CCSS.ELA-LITERACY.W.6.3.D	

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CCSS.ELA-LITERACY.W.6.3.E	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.

WIDA English Language Development Standards

Essential Questions
● Why do people tell stories? Can stories heal?

Enduring Understandings
● Community is composed of people, environment and economy. ● Stereotypes are broken down by getting to know one another.

Learning Setting, Context and Structure	
Literature Circles 1. Summarizer	Writing Assessment Levels

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Unit Planning Template

2. Discussion Director 3. Word Wizard 4. Literary Luminary 5. Visualizer	
WIDA Can Do Name Charts (language levels and abilities)	Reading Levels

Assessments and Rubrics		
Performance Task	Assessments	Rubrics

Cultural Universals to Build Background								
food	shelter	clothing	transportation	communication	family living	money	childhood	government

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Unit Planning Template

Student Learning Experiences for Engagement (SLEE)	
Field Trips	
Community Experts	
Realia/ Artifacts	
Simulation	
Group Construction	
Shared Writing (LEA)	
Children's Literature and Informational Texts	
Student workbook	
Lotta Lara	
theDictado	
Games: Bingo, Memory, Puzzles	
Songs	

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Apps for tablets	

Interactive Strategies: Kagan Cooperative Learning Strategies	
1. Think Pair Share	
2. Turn and Talk	
3. Museum Walk	
4. Inside-Outside Circle	
5. Listening Fingers	
6. What's My Level?	
7. Quiz-Quiz Trade	
10. Numbered Heads Together	

Critical Thinking Skills: Writing Learning Targets
I can _____ (to/what) _____by _____/_____.   (blooms verb)   (content/ skill/ etc)   (performance verb)   (performance of understanding) I can identify currency over time by simulating trading and bartering with objects from the past and recording their value.

Language Targets and Objectives

Unit Planning Template

Susan Dutro's (2005) Matrix of Grammatical Forms WIDA English Language Development Standards and Can Do Descriptors		
Discourse Demands (Thinking skills, how students use the language)	**Syntax Demands** (Sentences, grammar)	**Vocabulary Demands** (content-specific words AND general academic vocabulary)

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Unit Calendar Template

Unit Title: _____				
Month and Date Range				
Monday	Tuesday	Wednesday	Thursday	Friday
Topic: (of the day) SLEE: (for the day) Exceptions: (holiday, testing, trip, no school, no class, etc.)	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:
Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:
Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:
Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:
Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:	Topic: SLEE: Exceptions:

Unit Calendar Template

	Title of Unit:_____				
WEEK OF:	month/day/year	month/day/year	month/day/year	month/day/year	month/day/year
Essential Question	(Import from Unit Guide)				
Enduring Understanding	(Import from Unit Guide)				
Social Studies Standards	(Import from Unit Guide)				
Common Core ELA Standards	(Import from Unit Guide)				
WIDA Can DO	(Import from Unit Guide)				
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target Blooms Taxonomy Chart Writing Learning Targets	I can _____ (Blooms Taxonomy Chart) about _____ (content and/or topic) by_____ (learning activity)	I can ….by….	I can ….by….	I can ….by….	I can ….by….
Language Objective Susan Dutro's (2005) Matrix of Grammatical Forms WIDA English	I will say and/or write: _____ _____ (questions to be asked answered, framed response	These may repeat and/or gradually build in complexity throughout the week and unit. These may vary based on the ELD level of the students.			

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Language Development Standards and Can Do Descriptors	suggestions including accurate and appropriate grammatical forms)				
Vocabulary	I need to know and use these words	These may repeat and/or gradually build in throughout the week and unit. These may vary based on the ELD level of the students.			
Transition to Seatwork	Refer to:Visual Exit Directions Guide	Refer to:Visual Exit Directions Guide	Refer to:Visual Exit Directions Guide	Refer to:Visual Exit Directions Guide	Refer to:Visual Exit Directions Guide
Lesson Outline	Use a numbered list or times to describe the sequence of learning and activities. Can list general schedule or specific to lesson based on preference.	EXAMPLE LIST: General 1. Enter and Greeting 2. Read Message and Learning Target 3. Question/ Discussion Topic for students 4. Interactive Strategy for Discussion 5. Lesson (co-teach) 6. Transition to Seat Work: Visual Exit Directions	EXAMPLE LIST: General with times 0-2 min Enter/ Greeting 2-5 min Read Message 5-7 min Learning Target 7-10 min Question/ Discussion Topic for students 10-15 min Interactive Strategy for Discussion 15-20 min Lesson (co-teach) 20-25 min Transition to Seat Work: Visual Exit Directions 25-40 min Seat Work/ Performance Activity	EXAMPLE LIST: specific 1. Butterfly Greeting 2. Teacher A facilitates with Student David Rodriquez as student leader messages and learning target: describe 3. Essential Question: How can we get the things we want and need? 4. Quiz Quiz Trade: How does a ___help us get what we needor want? A ____helps	EXAMPLE LIST: specific with times 0-2 min Cow Greeting 2-5 min Teacher A facilitates, Student Robin Brown Leads to the Message 5-7 min Learning Target explain the blooms word: describe 7-10 min Question/ Discussion Topic for students 10-15 min Interactive Strategy for Discussion 15-20 min Lesson (co-teach) 20-25 min Transition to Seat Work: Visual

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		7. Closing Activity (assessment) Transition	40-45 min Closing Activity (assessment) 45-45 Transition	us get what we need by _____ 5. Exit Directions for Community Helper Puzzle pieces 6. Tell a partner how your community helper helps us get what we want or need? Select one student from each table to report on the community helpers from their table.	Exit Directions 25-40 min Seat Work/ Performance Activity 40-45 min Closing Activity (assessment) 45-45 Transition

SLEE and Resources	See unit planning guide.				
Materials Needed/Prep	This includes but is not limited to: Books Arts and Crafts Supplies Standard supplies like paper and pencil, etc. Student pages/ books Flip Charts, Picture Vocab, etc, artifacts, technology, instructions, human resources etc.				
Co-Teaching Structure co-teaching structures Each structures demands a varying level of planning, collaboration and fluency between co-teachers.	One Teach, One Observe One Teach, One Drift One teacher instructs the whole class while the other observes the students. While one teacher delivers instruction, the other one drifts through he classroom. Some things the drifters do are check for understanding, use it for one on one instruction, monitor for goals (such as making sure students have all materials, are taking notes, etc).	Station Teaching Station teaching is when each teacher teaches part of the lesson to part of the class, and then the student groups switch and each teacher teaches that next group.	Team Teaching Both teachers address the whole class for instruction, either by standing side-by-side or doing a trade off for each mini-segment within the lesson.	Alternative Teaching When one teacher teaches the whole class while the other teaches a small group, you are using alternative teaching.	Parallel Teaching Parallel teaching requires the co-teachers to have the same amount of comfortability with the lesson as the team teaching approach because both teachers deliver the same exact lesson to 2 groups instead of one large group.

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Weekly Planning Template

Title of Unit:_____					
WEEK OF:					
Essential Question					
Enduring Understanding					
Social Studies Standards					
Common Core ELA Standards					
WIDA Can DO					
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target	I can ....by….	I can ....by….	I can ....by….	I can ....by….	I can ....by….
Language Objective					
Vocabulary					

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Weekly Planning Template

SLEE and Resources					
Transition to Seatwork	Use:Visual Exit Directions Template	Use:Visual Exit Directions Template	Use:Visual Exit Directions Template	Use:Visual Exit Directions Template	Use:Visual Exit Directions Template
Lesson Outline					
Materials Needed/Prep					
Co-Teaching Structure					

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Parent Letter Template

Date

Dear Parents and Families,

My name is _____ and I am a ____Grade <u>language</u> and <u>social studies</u>
teacher at _____(School name).

Our class is beginning a unit on _____
We want to know and understand that:

Essential questions:
Enduring understandings:

On _____ (Date) we will be going to (or having a visit from)
_____ to extend their learning. Please sign and send back the
attached permission slip.

There are many books at the library and shows on TV about _____

If you have any questions, please feel free to contact me or let me know when you can
come in to visit our class!

Thank you for all you do to support your child in school.
I am looking forward to a great year of learning!

Sincerely,
_____ (Teacher' Name)

Subject Area and Grade Level
School and Room number
Email and/or phone number

 Practice using these words everyday to ask your child what they are learning in school.

Visual Exit Directions

NEED	Show actual sample materials or pictures of materials here and list materials and resources needed.
DO	List step-by-step instructions, Draw a picture or use image to demonstrate.
PUT	Name location for completed assignment with image of location, e.g.: folder, bin, book bag, etc.
WHEN FINISHED	Identify what to do next with a labeled image/graphic.

Adapted from M. Grinder, 1993

Exit Directions	
NEED	
DO	
PUT	
WHEN FINISHED	

APPENDIX B: RESOURCE LIST WITH LINKS

1. [Learning Target Template](#) (Gonzalez-Quiceno 2012)

2. [Blooms Taxonomy Chart](#) (Grantham, 2016)

3. [ELD Matrix of Grammatical Forms](#) (Dutro, 2005)

4. [WIDA Can Do Name Charts](#) (WIDA, 2016)

5. [Quick Write Assessment and Rubric](#) (Hammer, 2017)

6. [Accountable Talk Frames](#) (Kinsella, 2007)

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