











Proposal

Adopt Spanish Language Arts Honors Latino/a/x Studies Curriculum Framework and Instructional Resources

Board of Education Presentation June 7, 2021

Presenters:

Dr. Annette Acevedo, ELL Program Director Zindya Guerrero, ELL/DL Instructional Coach Sylvia Rodriguez, ELL Initiatives Coordinator Verónica Ryan, Coordinator of Secondary Literacy and Libraries

What is Latinx?





Latinx is an identity term used to describe people of Latin American origin or descent, across a variety of gender expressions in the United States. (González, 2021)



Alignment to Strategic Plan





Alignment to Equity Plan

Board Policy 2.250

All *Curriculum and Instructional Materials* must reflect the unique cultural and linguistic diversity that is our student population, and *Equitable Resources and Scaled Supports* for all students must be established within a culturally responsive and equitable school and district system. (U-46 Board of Education policy 2014, 2018)

District U-46 Resolution and Call To Action For Equity

THEREFORE BE IT RESOLVED, by the Board of Education of School District U-46, Kane, DuPage, and Cook Counties of Illinois that we reaffirm our commitment to equity and educational justice, and will seek to address the equity issues impacting our schools and the entire U-46 community. (Board of Education Resolution 6/15/20)



District Equity Plan

Equity

Board Policy

Mission Statement

Core Beliefs

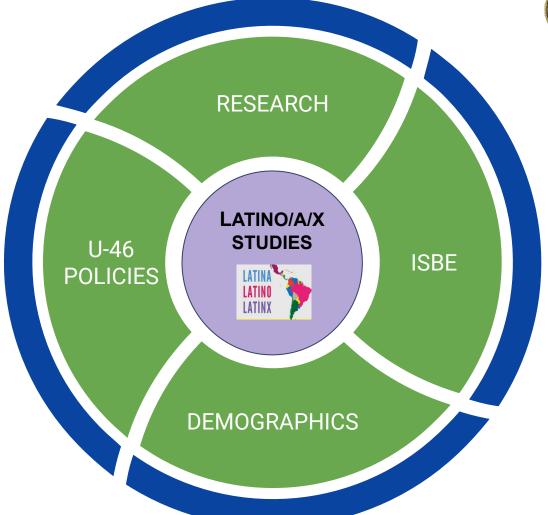
Vision Statement

- 1. Student Achievement
- 2. Effective and Engaged
 Staff
- Community Engagement
- 4. Excellence, Efficiency, and Accountability

Resources











Committee Members

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sor & Program Chair, Language & Literacy Department of C&I
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Description of the Course

In this Honors Spanish Language Arts course, students will develop the four domains of listening, speaking, reading, and writing. Students will explore the context and history of how Latino/a/x identity and representation (e.g., race, gender, class, ethnicity, language, etc.) are shaped and influenced in the Americas (the United States and beyond) by an individual's culture, by groups, by institutional influences, and by lived experiences. This course will use an interdisciplinary approach to explore fiction and nonfiction literature and other forms of expression (e.g., diverse online media, music, movies, paintings, etc.) within social, geopolitical, and cultural contexts.







Learning Outcomes

READING ACROSS GENRES AND DISCIPLINES

- Young Adult Literature
- Scholarly Research
- College level material

WRITING:

- Responding to reading
- Self-Text connections
- Analysis of texts

■ SPEAKING AND LISTENING:

- Communication
- Collaboration
- Presenting research findings

LANGUAGE:

- Conventions AND Grammar
- Storytelling
- Critical vocabulary

Common Core Language Arts Demands

- Multimodal
- Multi-genre
- Authentic Text
- Technology
- Performance Based
- Staircase of Complexity
- Authentic Learning Tasks
- Assessments
- Text level
- Digital literacy
- Disciplinary literacy



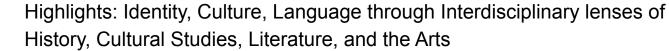




Preface

Honors Spanish Language Arts (SLA) Curriculum Framework informed by:

- Latino/a/x Studies
- SLA Common Core Standards
- Spanish Language Development (SLD) Standards
- For Seniors



- Similar to a capstone course for School District U-46's Board of Education 80:20 Dual Language Policy 6.165
- Reflects and celebrates students' bilingualism and biliteracy
- Encourages Civic Participation and Community Engagement
- Cultivates critical literacy and language skills, including speaking, reading, writing, and the use of digital tools



Theme and Overarching Essential Topics

Latino/a/x Studies

THEME

Individual Development and Identity (NCSS, 2010)

Students will learn about the historical, social, and political contexts of Latino/a/x communities and develop an understanding of their position in relation to these communities

OVERARCHING ESSENTIAL TOPICS

Unit 1: Introduction to Latino/a/x Studies

Unit 2: Latino/a/x Cultural Productions

Unit 3: Who Am I?:Latino/a/x Identities

Unit 4: Latino/a/x Sociopolitical Action

Unit 1 Unit 2 Unit 3 Unit 4

- Introduces students to key concepts, historical contexts, and relevant vocabulary
- Provides current events for discussion about Latino/a/x issues
- Sets the foundation for discussing the social, political, and historical experiences of Latino/a/x communities

- Reviews Latino/a/x literature, film, art, and other contributions by Latino/a/x creators and influencers
- Provides students with opportunities to thematically analyze a variety of texts and genres drawing from concepts and vocabulary in unit 1

- Centers on the personal narratives of Latino/a/x
- Engages students in critically examining their own experiences through frameworks developed in Unit 1
- Encourages students to share their lived experiences through multimodal platforms reviewed in unit 2

- Focuses on sociopolitical issues faced by Latino/a/x communities
- Introduces students to action research: Students select an issue to investigate, analyze, and share recommendations /action plans
- Across the inquiry process students draw on concepts and material explored across Units 1, 2, and 3

Standards

Seme	ester 1	Seme	ster 2
First Quarter	Second Quarter	Third Quarter	Fourth Quarter
R I 4, 7, 9 W 2, 10 SL 1, 2 L 3, 4	RL 4, 10 W 2a SL 1b, 1d, 1e, 1f L 3, 6	RI.2, 3, 9 W 3e SL 2 L 1	RI 10, 11 W 5, 9, 10 SL 5, 6, 7, 8 L 6

The Spanish Language Development (SLD) strands were written by the WIDA Consortium to reflect authentic Spanish language development within a U.S. context

Figure A: Components of the WIDA Standards Framework



SLD STANDARD 1

Emergent bilinguals **communicate** for **Social** and **Instructional** purposes within the school setting

SOCIAL AND INSTRUCTIONAL LANGUAGE

SLD STANDARD 2

Emergent bilinguals **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

THE LANGUAGE OF LANGUAGE ARTS

<u>SLD STANDARD 5</u>

Emergent bilinguals **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

THE LANGUAGE OF SOCIAL STUDIES

An Overview of the Framework



School District U-46

Dual Language Program Honors Latino/a/x Studies Framework Spanish Language Arts



Thematic Unit 1
Introduction to Latino/a/x Studies

Stage 1 - Desired Results

Standards:

WIDA Standards

Standard 1 - Social and Instructional Language Standard 2 - The Language of Language Arts Standard 5 - The Language of Social Studies

Reading

12..LI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

12.R.I.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

212.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing

12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Speaking & Listening

12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues,

Transfer Goals

Individually, students will be able to:

- Generate open questions and seek answers through critical analysis of text, media and/or interviews
- Use a variety of strategies to define and/or decipher terms that describe different identities.
- Understand historical and current contexts of national and local Latino/a/x communities.
- Critically examine historical and current texts to understand the experiences of Latino/a/x communities.

Enduring Understandings

ENDURING UNDERSTANDINGS

Students, **as readers and writers**, will understand:

- The term Latino/a/x explains and describes the experience of a group of people with diverse backgrounds/origins who recognize themselves as part of the same collective without referring to gender.
- The study of texts, media (historical, narrative, reports, newspapers, etc.) and terminology that informs the study of Latino/a/x identity.
- Latino/a/x identity is intersectional and the product of historical, environmental, generational, geopolitical, social and cultural factors. Furthermore, Latino/a/x communities are shaped nationally and locally by migration, national origins, cultures, and a variety of socio-political contexts.

ESSENTIAL QUESTIONS

- 1. Why do we use the term Latino/a/x?
- 2. How is the identity of the Latino/a/x community in the United States determined?
- 3. How are the means for understanding cultures and identities analyzed?







An Overview of the Framework

Theme

SLD

Spanish Language Development Standards

CCSS Standards







Standards:

WIDA Standards

Standard 1 - Social and Instructional Language Standard 2 - The Language of Language Arts Standard 5 - The Language of Social Studies

Reading

12..LI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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Writing

12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of

Speaking & Listening

12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Transfer Goals

Individually, students will be able to:

- Transfer Goals nd/or interviews Generate open questions and seek answers through critical analysis
- Use a variety of strategies to define and/or decipher terms that des rent identities.
- Understand historical and current contexts of national and local Latino/a/x
- Critically examine historical and current texts to understand the experiences of Latino/a/x communities.

Enduring Understandings

ENDURING UNDERSTANDINGS

Students, as readers and writers, will understand...

- 1. The term Latino/a/x explains and describes the experience of a group of people with diverse backgrounds/origins who recognize themselves as part of the same collective without referring to gender.
- 2. The study of texts, media (historical, narrative, reports, newspapers, etc.) and terminology that informs the study of Latino/a/x identity.
- 3. Latino/a/x identity is intersectional and the product of historical, environmental, generational social and cultural factors. Furth o/a/x communities are shaped na national origin socio-political

ESSENTIAL QUESTIONS

- 1. Why do we use the term Latino/a/x?
- 2. How is the identity of the Latino/a/x community in the United States determined?
- 3. How for understanding cultur

12. SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems. evaluating the credibility and accuracy of each source and noting any discrepancies among the data

Language

12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or

12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies a

Knowledge

Students will know..

- the definitions, distinctions and meaning of:
 - race, age, ethnicity, nationality, and
 - identity
 - majority and minority groups
 - multiculturalism
 - distinctions between adaptation and acculturation
 - Terms of identity, including but not limited to: Latina/o/x, Chicana/o/x, Afro-Latina/o/x, Hispanic,third culture
 - historical and current Latino/a/x racialization practices related (but limited) to politics, citizenship, voting,
- historical and current experiences of local Latino/a/x communities.
- family and community migration histories
- the evolution of terms over time

sition

- Students will be able to. synthesize information from different
 - perspectives, sources and / or formats
 - use the MLA format to create citations clarify the meaning of academic language

 - develop vocabulary by talking about
 - identifiers / tags and categories evaluate critical resources
 - gather information through observation. source analysis, and conversations
 - analyze a variety of sources (e.g. statistics, articles, digital texts, etc.)use technology effectively for a specific purpose
 - have formal and informal dialogues with community members



An Overview of the Framework

9		Stage 2- Evidence
	Evaluation Criteria	Evaluative Evidence
Summative	Assessments	SUMMATIVE ASSESSMENTS: - Carry out a project with the purpose of knowing: (12.LI.4, 12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.AO.2, 12.L.CL.3, 12.LV.4) - the Latino/a/x people that make up my community, including my family members - the places of origin of the members of my community and my family - the Latino/a/x visual representations of my community - las representaciones visuales Latino/a/x de mi comunidad - what has my Latino/a/x community contributed to the local context (e.g., business, art, culture, etc.) - Create and present an informative medium that is made up of images, reflections, information, quotes, etc. through a multimodal format (eg, vlog, blog, newspaper, infographic, newscast, memorial, podcast, etc.) (12.LI.4, 12.LI.9, 12.E.10, 12.AO.1, 12.AO.2, 12.L.CL.3, 12.L.V.4).
Formative Asso	essments	OTHER FORMATIVE EVIDENCE: Diagnostic: Anticipation guide about the students in which they can learn what they know about Latino/a/x culture. (12.AO.1, 12.E.2, 12.L.CL.3, 12.L.V.4) Collaborative conversations using interviews. (12.E.2, 12.AO.1, 12.L.CL.3) Keep a research notebook. (12.Ll.4, 12.Ll.7, 12.Ll.9, 12.E.2, 12.E.10, 12.L.V.4) Create a personal glossary. (12.E.2, 12.E.10, 12.L.V.4) Synthesize family events and relate them to Latino/a/x culture in the United States. (ex., a timeline, Sutori, etc.) (12.Ll.7, 12.Ll.9, 12.E.10, 12.AO.1, 12.L.CL.3) Analyze national and local policies that have the Latino/a/x community (12.Ll.7, 12.Ll.9, 12.E.10, 12.AO.1, 12.L.CL.3) Compare and contrast data obtained through interviews and research. (ex., use a graphic organizer, etc.) (12.Ll.4, 12.Ll.7, 12.Ll.9, 12.E.10, 12.AO.1, 12.L.CL.3, 12.L.V.4) Interview members of my Latino/a/x community. (12.E.10, 12.AO.1, 12.L.CL.3)

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3 Stage - Learning Plan

Summary of Instruction and Key Learning Events

I can evaluate and integrate information from multiple sources (12.LI.7, 12.LI.9, 12.E.2, 12.E.10, 12.AO.1, 12.L.CL.3)

I can participate in collaborative conversations related to class topics (12.LI.9, 12.AO.1)

I can synthesize information from different sources(12.Ll.7, 12.Ll.9, 12.E.10, 12.AO.1, 12.L.CL.3)

I can analyze different policies that have impacted the Latino/a/x community(12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3)

I can compare and contrast information (12.LI.4, 12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3, 12.L.V.4)

I can define terms associated with the Latino/a/x community (12.E.2, 12.E.10, 12.L.V.4)

I can explain national and local historical moments about the Latino/a/x community (12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3)

I can distinguish between minority and majority groups (12.LI.9, 12.AO.1, 12.E.10)

I can define and analyze the terms of identity in the social and historical context (12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3)

I can distinguish between adaptation and acculturation (12.LI.4, 12.LI.7, 12.LI.9, 12.E.2, 12.E.10, 12.L.V.4)

I can analyze historical moments and how they have influenced the formation of the Latino/a/x identity (12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3)

I can explain the variety of people that make up the Latino/a/x culture (12.E.2, 12.E.10, 12.L.V.4, 12.AO.1)

I can explain the historical and current context of Latino/a/x people in the local community (12.L.V.4, 12.E.10)

I can explain who makes up the Latino/a/x community (12.LI.9, 12.L.V.4, 12.AO.2)

I can explain forms of racism and discrimination that Latino/a/x have faced on a national and local level (12.LI.7, 12.L.V.4, 12.E.10)

Learning Targets

Depth of Knowledge

situation o Develop an alternative solution

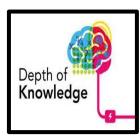
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Nivel 1: Pensamiento Memorístico	Posibles modos o instrumentos de evaluación formativa	Nivel 2: Pensamiento de Procesamiento	Posibles modos o insevaluación formativa		Nivel 3: Pensamiento Estratégico	Posibles modos o Instrumentos de evaluación formativa	Nivel 4: Pensamiento extendido	Posibles modos o instrumentos de evaluación formativa		
Jeffine Calcula Cuenta Localiza Localiz	Listas de cotejo Identificar Nombrae Llena blancos Pareo Lista focalizada Corganizadores Preguntas y respustas Selección múltiple Manos amba, manos abajo.	compara contrasta clasifica relaciona identifica describe relaciona identifica describe relaciona especifica encuentra escoge resuelve resume extience aplica justifica formula	Organizadores gri- Mapas de conce * Mapas piderónce * Mapas piderónce * Mapas semántic * Redes o anansa Conceptuales * Seleccionary olse- dementos a utilizar- proyecto Describir o explicá Los elementos seleccio problema matemátic Clasifica obras de selito o periodo district Compania ventos, prot conceptos Nivel Nivel	ptos s s sos nn ribir en detalle los en determinado ur cómo se reflejan ionados en un a, etc oretación básica de da o de un so arte por género,	integra crea crea explica formula infere inferer inferer justifica explica analiza desarrolla aryumenta autrevalúa autrevalúa aplica construye	Informes excitos u oralies coralies coralies Citar evidencia Preguntas abiertas Preguntas abiertas Ensayos Pontafolios acuados excesamente para un público usando la Información provista. Oragnifizadores gráficos Dibujar conclusiones Realizar in one Analizar el uso de los diementos y principios	compone planifica desarrolla crea aprica edita disena utiliza explica sostiene investiga argumenta localiza prueba exteinde generaliza decide monitorea	Triflas córticas Organizadores gráficos Mapas pictóricos Mapas conceptuales Dardos Pontafolios Propuesta de investigación Propuesta de investigación Propuesta de investigación Ugar, y periorganidad en las arres las ciendas, la literatura, etc. Realizar trabajos de investigación cuyos resultados se expresen en conclusiones que se pueden apoyar en evidendias, en el uso de una documentos a lo largo de un tierno prolongado.		
			Selección (Re Diarios ret Tareas de Tareas esc Portafolio Rúbricas	T00L 1	Apply				(READING CRM): m's Cognitive Process Din	nensions
			_ETC	Revised Bloo	om's Taxonomy	Webb's DOK Level 1 Recall & Reproduction		Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Actividades de Rut Repaso de la clase Introducción a des	ina anterior	DESARRO Lectura silenciosa Lectura en grupo Lectura oral		enciosa Retrieve knowledge grupo memory, recognize, identify		Recall, recognize, or locate bar facts, terms, details, events, or explicit in texts Read words orally in connecte with fluency δ accuracy	ideas	Use these Hess CRM curricular examples with most close r listening assignments or assessments in any content a		
Discusión de la asigo Dictado Discusión del voca Discusión de una Presentación de ej Conversación socia Preguntas abiertas Otras:	abulario noticia ercicio	Discusión Ejercicio e Trabajo e Presentac Resumen Discusión	ión oral de noticias de láminas Ejercicio	represent, translate amples, classify, ca generalize, infer a	, clarify, paraphrase, e, illustrate, give ex- tegorize, summarize, logical conclusion), contrast, match like struct models	a Identify or describe literary ele (dharacters, setting, sequence, Select appropriate words whe intended meaning/definition i clearly evident O Escribe/explain who, what, where, when, of how o Define/describe facts, details, terms, principles o Write simple sentences	etc.) exp o Give s o Sun o Mai pre o Idei gen o Loc	ecify, explain, show relationships, falsin why (e.g., cause-effect) for en on-examples, examples miner tessills, concepts, feloas have false the solid interest of logical excitors from data or tests thirty main ideas or a decurate excellatations of tests entering the support and explain the support false information to support false f	Bapdain, generalite, or connect ideas using supporting evidence (quote, example, text reference) o identify/ make inferences about explicit or implicit themes o Describe how douce, point of view, or bias may affect the readers' or Witte multi-paragraph composition for specific purpose, focus, voice, tone, a audience	a Explain how rancepts or ideas specifical sedate to other content domains (e.g., social, political, historical) or concepts of Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
		Otras:		Apply Carry out or use a given situation; car a familiar task), or unfamiliar task	rry out (apply to	Use language structure (pre/s or word relationships (synony) antonym) to determine mean of words. Apply rules or resources to ed- spelling, grammar, punctuatio conventions, word use Apply basic formats for documenting sources.	n/ wor ng o Obt test t o Dev n, one o App	e context to identify the meaning of dds/plvases aim and interpret information using at features deep a text that may be limited to paragraph by simple organizational structures ragraph, sentence (ypes) in writing	o Apply a concept in a new context o Berise final drift for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text.	flustrate how multiple themes (historica geographic, social, artistic, literary) may be interrelated Select or devise an approach among ma alternatives to research a novel problem
				how parts relate, d	eent parts, determine lifferentiate between distinguish, focus, utilne, find truct (e.g., for bias	o Identify whether specific infor is contained in graphic repress itions (e.g., map, chart, table, 1-chart, diagram) or text featu (e.g., headings, subheadings, captions) o Decide which text structure is priate to audience and purpos	nta- praph, o iden- res o Ana- text sen- appro- o Disto e info o iden-	egorize/compare literary elements, ms, facts/details, events mitly use of literary devices alyze format, organization, 8 internal structure (signal wurds, transitions, nantic cues) of different texts tinguish, relevant-irrelevant ermation, fact/opinion ntilly characteristic text features; tinguish between texts, gennes	o Analyze information within data sets or texts or texts. Analyze intervelationship, a mong Analyze insures, prablem or texts, prablem or	Analyze multiple sources of evidence, or multiple works by the same author, or acruss genree, time periods, themes Analyze complex, debated themes, Gasther, analyze, and organize multiple information sources Analyze discourse styles
				Evaluate Make judgments b check, detect incorfallacies, judge, crit	nsistencies or	"UG" – unsubstantiated generalia = stating an opinion without providing any support for it!	ations		Cite evidence and develop a logical argument for conjectures Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions drawn	o Evaluate relevancy, accuracy, & complete ness of information from multiple source or Apply understanding in a novel way, provide argument or justification for the application
				Create Reorganize elemen patterns/structure		Brainstorm ideas, concepts, problems, or perspectives rela a topic , principle, or concept	ted to on a	nerate conjectures or hypotheses based observations or prior knowledge and serience	Synthesize information within one source or text Develop a complex model for a given situation	Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

Niveles de Profundidad de Conocimiento Norman Webb - Conexión y adaptación Departamento de Educación de Puerto Rico









	Formative	Summative
6 th Grade	Writer's Notebook	One-page research
7th Grade	Reader's Response Graphic Organizers	Informational: A choice that changed the world
8th Grade	Conferencing Marking the Text	Informational: It's a challenge
9th Grade	Annotating Quick-writes	Narrative: A sense of self
10th Grade	Exit Slips Responses	Argumentative: What is a person's role in society
11th Grade	Discussions	Rhetorical Analysis: Creating meaning
12 th Grade	Community engagement	Explanatory Personal statement

ASSESSMENT

Summative

- Performance-based/ Project-based
- Common across district
- Multiple texts
- Multiple choice
- Action research

Formative

- Inform instruction
- Student evidence
- Multiple teacher options







Vocabulary



ARTICULATION

LEVEL

3RADE





Latino/a/x Studies The importance of direct vocabulary instruction cannot be overstated. Vocabulary provides essential background knowledge and is linked to academic achievement. Effective teachers select terms for direct instruction, use a research-based process to teach those terms, and assess and track students' progress with new terms.

Vocabulary for the CCSS

Robert J. Marzano & Julia A. Simms. June 2013

VOCABULARY TIER 3 Teacher's Reference Vocabulary for the CCSS

Robert J. Marzano & Julia A. Simms (June 2013)
Transadaptation W. Valero (2016)



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		Nazano & Sinms (2013), Transadaptacón VI. Valen (2016).
	Vocabulary for the CCS	SS. Marsano & Simns (2012).
	ENGLISH	ESPAÑOL
	READING	LECTURA
QUEST	TIONING, INFERENCE, AND INTERPRETATION	PREGUNTANDO/ INTERROGACIÓN, INFERENCIA E INTERPRE
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	ENGLISH	ESPAÑOL
	READING	LECTURA
QUE	STIOMING, INTERENCE, AND INTERPRETATION	PREGUNTANDO/ INTERROGANDO, INFERENCIA E INTERPRETAL
	THEMES AND CENTRAL IDEAS	TEMAS E IDEAS CENTRALES
cultural theme historical theme	,	tema histórico
pastoral theme		tema pastoral
recurring theme universal theme		tensa recurrende tensa universal
	STORY ELEMENTS	ELEMENTOS DE LA HISTORIA/CUENTO
archetype		arquetipo
disaderisation discher sentence	у	caracterisoción factor u pración contundente /argumento decisivo
dramatic element external/Interna	et é coeffer	elementa dramático Conflicto interno/externo
metivation.		
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Differentiation





Construction of knowledge is a unique personal learning process, where each and every person understands and gains meaning of new knowledge based upon their prior knowledge and their personal beliefs and needs.

...a child-centered teaching approach sees every student as a unique "biography" and not as a copy of the same picture.



STUDENT: Readiness-Interest-Learning Style

CURRICULUM: Content-Process-Product

Rachel M. Simmons (2013)



Latino/a/x Studies

DIFFERENTIATION: Differentiating instruction is doing what's fair for students. It means creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn (Retrieved from the presentation "Differentiated Instruction" - <u>HERE</u>) Differentiation strategies refer to instructional approaches that respond to individual student strengths and needs based on student/class profile to maximize student learning and success for all. These strategies are available to support all students at different academic and language developmental stages.

Please click <u>HERE</u> to access an abridged version of "The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12" by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood as part of Project EXCELL (EXceptional Collaboration for English Language Learning).

- Assessments have built in choice for a variety of learners
- Units emphasize collaboration to draw from a variety of expertise

SBLA Planning, Common Assessments, and Rubrics



Instructional Mapping Grade 12th Unit 1

Introducción a los Estudios de Latino/a/x

Evaluación Assessment (# and Name)	Enunciado / Tarea Prompt / Task
Assessment 1: Proyecto: Llevar a cabo un proyecto con el propósito de conocer (12 Ll.4, 12 Ll.7, 12 Ll.9, 12 E. 10, 12 AO. 1, 12 AO. 2, 12 LC.13, 12 LV.9, 12 E. 10, 12 AO. 1, 12 AO. 2, 12 LC.13, 12 LV.9, 12 E. 10, 12 AO. 1, 12 LC.13, 12 LV.9, 12 E. 10, 12	#1 Recopilar información acerca de las personas Látino/a/x que componen ni comunidad incluyendo mi familia, los lugares de procedencia de los miembros de mi comunidad y mi familia, las representaciones visuales Látino/a/x de mi comunidad y en que ha contribuido mi comunidad Látino/a/x al contexto local. Gather informacio acout canoas people in my community and family paces where they care from visual representations of my community, and my local contract Látinoa/x community has contributed to the community and my local contract.
Assessment 2: Medio informativo: Crear y presentar un medio informativo que se componga de imágenes, reflexiones, información, obtas, etc. a través de un formato multimodal (ej., vlog., blog., periódico, infografía, noticiero, memorial, podcast, etc.). (12.L14, 12.L1.9, 12.E.10, 12.AO.1, 12.AO.2, 12.L.CL.3, 12.L.V.4).	#2 Tras recopilar información de la cultura y las personas Latino/a/x en la zona en la que vise crea y presenta un medio informativo que se componga de imágenes, reflexiones, información, citas, etc. a través de un formato multimodal (ej., vlog, blog, periódico, infografía, noticiero, memorial, podcast, etc.) Alter gathering information about Latinoba cultura and posper line managementa per information. Justo etc. such as a multipodal formatio acus. Viso, information, audios, etc. such as a multipodal formatio acus. Viso, a viso, information, audios, etc. such as a multipodal formatio acus. Viso, and presente con programmental p

Estándares evaluados Standards Assessed

Lectura

 12.1.19 Sintetiza información compleja a través de múltiples fuentes para desarrollar ideas, resuelve información en conflicto o profundiza una interpretación que v más allá de la información explicita del texto (por ejemplo: expresa un punto de vista personal, nuevas interpretaciones de los concectos y mensaies del auto.

Escritur

12.E.10 Obtiene evidencia de textos literarios e informativos para apoyar el análisis, la reflexión y la investigación

Dominio de la lengua

. 12.L.CL.3 Utiliza conocimiento de la gramática y ortografía del español al escuchar, hablar, leer o escribir

Habla/Escucha

 12AO Z Integra, evalúa y valida múltiples fuentes de información presentadas a través de diversos medios y formatos (por ejemplo: visualmente, cualitativamente, cuantitativamente, oralmente) para tomar decisiones informadas y resolver los problemas, evaluar la credibilidad y exactitud de cada fuente al demitificaries discreaciosa oue ouedan evisión.

Lectur

- 12.LI.7 Integra y avalúa múltiples fuentes de información presentadas en diferentes medios y formatos (por ejemplo: visuales, cuantitativos), así como en palabras, para atender una pregunta o resolver un problema.
- 12.E.10 Obtiene evidencia de textos literarios e informativos para apoyar el análisis, la reflexión y la investigación.

Dominio de la lengua

12.L.V.4 Define o acióra el significado de palabras y frases desconocidas con múltiples significados a base del contenido y lecturas del duodécimo grado, y

de diversas estrategias.

12.A0.1 Inicia, participa y promueve una variedad de discusiones colaborativas con compañeros (en parejas, en grupos, guiadas por el maestro) sobre
temas, textos y asuntos relacionados con el duodécimo grado, aporta a las ideas de los demás y expresa las progias clara y persuasiyamente;

Tipo de evaluación Assessment Type	Estándar(es) Standard(s)	Habilidad(es) Skill(s)	Conocimiento Knowledge	Posibles actividades formativas para desarrollar habilidades por cada área de estándar Possible formative activities to develop skills by standard area
Sumativa Summative Evaluación común 1 Common Assessment # 1 Evaluación común 2 Common Assessment # 2	(12LI.4, 12LI.9, 12.E.10, 12.AO.1, 12.AO.2, 12.LOL3, 12.LV.4) (12.LI.4, 12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.AO.2, 12.LOL3, 12.LV.4)	aintetizar información provinciata de disentes parapociona, fuertes y lo formatio, en la cita utilizando el formatio MLA con utilizando el formatio MLA acadelmos del carego de la considera del considera de la considera del con	las definiciones, distinciones y el significado de raza, etini, nicionalidad y génerio il denticidad grupos deceminados mayoritarios y grupos deceminados mayoritarios y muticulturalidad - distinciones entre adaptación y aculturación il ferminos de districtida (por giernolo, pero no distinciones des identicidas (por giernolo, pero no definicional de la composición de la composición de Afro-Lasinalo, hispanola, hijo de de tercera colutra, etc. solutario de la planou la regional de solutario de la planou la regional pero imitadas a, políticas, ciudadanía, voteción, etc. cociencias históricas y actuales de la historias migratorias familiares y comunitarias. la evolución de los terminos en el tiempo.	



Latino/a/x Studies Common Assessments Plan

Semester	Unit	Common Assessment	Prompt/Description	Mini-lessons / Formatives	Resource semesters / Texts
1st	1	Assessment.#1 Project 12 119 12 12 10 1	Gather information below. Lamburgh 2, peep in well common the common through 1, peep in the Lamburgh 2, pee	 Diagnossis, Anticoption guide about the subdests in Lambola's charges (240,000,1216,212,610,610,110,110,110,110,110,110,110,110	Indicates Institut States on mediates in identical indicate La similar Indicates Institut States on mediates in identical indicate La similar Indicates Institut States Institut
semester: Title: Interoduction and Latino/a/x Cultural Productions	2	Assessment 8 Section 1 Section 2 Section 2 Section 3 Sec	After reading and selecting one of uncertainty and uncertainty and season and uncertainty and	 Through collaborative conversations, reflect on the information colorate and reconsist of interference includes and reconsist of interference includes a processing and interference on cultural papersonism more interference interfe	Whole Genous Interaction (IL Titles) - Conception (IL Titles) - Conc

anish Language Arts Honors Latino/a/x Studies

Common Assessment 1

Student Name:

Period:

Estudios de Latino/a/x Honores/Honors Latino/a/x Studies 1st Common Assessment Compare, Contrast, and Analyze Evaluation Matrix / Rubric

Literacy - Reading: Informational Text - 12.LI.9

Synthesize complex information through multiple sources to develop ideas; resolve conflicting information or deepen an interpretation that goes beyond the explicit information in the text (for example: expresses a personal point of view, new interpretations of the author's concepts and messages).

		2	1	0
Synthesize complex information through multiple sources to develop ideas.	Synthesize complex information through multiple sources to develop ideas.	Synthesize complex information through one or two sources to develop ideas.	Synthesize complex information through one or two sources to express ideas.	There is no or insufficient evidence of learning to assess the standard at this time.
Evaluates conflicting information or deepens an interpretation that goes beyond the explicit and implicit information of the sources (for example: expresses a personal point of view from various sources, new interpretations of the concepts and messages of	Resolves conflicting information or despens an interpretation that goes beyond the explicit information in the text (for example: expresses a personal point of view, new interpretations of the author's concepts and messages).	Explain conflicting information or interpret explicit information from the text (for example: expresses a personal point of view, new interpretations of the author's concepts and messages).	identify conflicting information or explain explicit information from the text.	

- I can synthesize complex information from multiple sources.
- I can resolve conflicting information.
- I can evaluate conflicting information.
- I can deepen an interpretation beyond the explicit information of the text.
 I can deepen an interpretation beyond the explicit information from various sources.

Evaluation of Learning Resources

CRITERIA

- Alignment with Latino/a/x Studies Curriculum Framework: Culturally and Linguistically Responsive and theme-connected
- Original or transadaptations by Latino/a/x authors
- Inclusive of multiple genres and experiences from Latino/a/x communities
- Humanizing and multifaceted representations of Latino/a/x communities
- Discussions of contemporary topics and issues
- Academic rigor
- Access to hundreds of core Spanish articles, engaging multimedia
- Integration of adopted U-46 literacy resources and technology







Evaluation and Selection Process of Latino/a/x Studies Resources

What was reviewed:

- 125 Individual Titles
 - 87 Books
- NEWSELA –Spanish
- StudySync
- Gale Database
- Sora App
- SIRS Database
- Online resources







Evaluation and Selection Process of Latino/a/x Studies Resources

itle ynopsis	Lexile	Author's Na Place of or		Gerne	☐ Authentic Literature ☐ Transadaptation	Alignment with Latino/a/x Studies Units	Instructional Target	lingu vo	irally and istically responsive ocabulary ustrations/
Central Theme	Carrier Control	FRAMEW	ORK FO	Dual R THE DEVE	chool District U-46 I Language Program LOPMENT OF HONORS LATING nish Language Arts	DRAFT D/A/X STUDIES			
Latino/a/x Studi	es				UNIT 1				
		matic Framework						_	
Unit 1 Introducti	on to Latino/a/: AUTHOR							_	
TITLE LE	XILE LACE OF ORIGIN		GENRE	LANGUAGE	RECOMME	NDATIONS	IO BE USED:		
Finding Latino: In Search of the Voices Redefining Latino Identity	Paola Ram USA NERAL DESCR	r: Transadaptation	Nonriction	⊠ SPA □ ENG	Instructional Target: Help understand the social and historic capture a more holistic image of who w (capturing the voices of Latinos in the the US, she finds the different experier	ve are as a community and peo JS). In the author's journey the loes that Latinx live in and thei	ople Course rough		Writing
V L P	0 11 2	1.01		100	barriers and injustices experienced in t Comments:		Library		
	identities, push	ning boundaries,	Docume	entary	This resource could be used to summa in the US by assigning chapters to the	students to understand the	atino/a/x CULTURALLY		Committee
and awakening surprising ways			Empowe	erment	challengea/s that Latino/a/x live in our If applicable, this resource can also		/LINGUISTICAL RESPONSIVE		member's
		d undocumented, towns—are voices	Cultural	Awareness	□ LÁTINO/A/X UNIT 2 □ LATINO/A/X UNIT 3 • Take advantage of the author	a kanadadan of the Latine (a).	✓ Vocabulary		recommendation
who have been	chronically over	erlooked in how the ixty million Latinos	230000000000000000000000000000000000000		and communities to comprehe Evaluate what particularities of	end their identity	□ Illustrations		recommendation
in the U.S. has					impact more with the persona Understand oneself in relation	comprehension of identity	AVAILABLE AS	S:	
					 Answer the following question 	is: Who am I? Which is my cul ee myself? How do others see of interest that impact margina onally)	tural and me?		
					these problems Comprehend the practical ste		□ Video		
					Recommended Excerpt:	_	□ Newsela		
					□ Page(s): □ Paragraph(s): □ Sentence(s):		☐ Study Sync		
					□ Chapter(s):		□ Gale databa	se	
					Revised by: Name: Rafaer Martinez-Oniz			- 1	

District Adoption Recommendation







Create a COHESIVE AND ALIGNED Latino/a/x Studies curriculum in U-46





Support rigorous and relevant instruction that is aligned to
 COLLEGE AND CAREER readiness

Professional Development

Option A

Day 1 - August 9, 2021

Day 2 - August 10, 2021

Day 3 - August 11, 2021

Day 4 - August 12 or 13, 2021

Introduction to Latino/a/x Studies

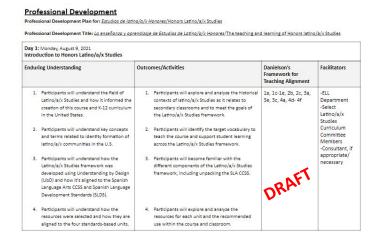
Language and
Literacy
Pedagogies in
Latino/a/x Studies

Youth Inquiry in the Classroom

Planning and
Preparation
Latino/a/x Studies
Instructional
Practices Unit 1

Option B

After school sessions PRN



Latino/a/x Studies estimated professional development cost: \$6,080 Includes 4 days of hourly pay for 8 teachers and presenter/consultant

Instructional Practices



WORKSHOP MODEL

- Mini-Lesson
- Practice (guided and independent)
- Authentic
- Engagement
- Choice
- Reflection

USE OF TEXT AND TECHNOLOGY

- Multi-Genre
- Culturally and Linguistically Responsive
- Multimodal
- Annotation
- Excerpts
- Text Complexity
- Online Resources



	ESTIMATED COST ANAL	Total	
	LITERACY RESOURCES (Print and/or digital)	39 Titles (10 classrooms)	\$126,000
ACADEMIC SUCCESS FOR ALL	STUDYSYNC (SPANISH SELECTIONS)	U-46 LITERACY OFFICE DISTRICT CONTRACT	N/A
LATINA	GALE DATABASE (SPANISH)	U-46 LITERACY OFFICE DISTRICT CONTRACT	N/A
LATINO LATINX	NEWSELA (SPANISH)	U-46 LITERACY OFFICE DISTRICT CONTRACT	N/A
JUAG Learners Royal L	SIRS DATABASE (SPANISH)	U-46 LITERACY OFFICE DISTRICT CONTRACT	N/A
Many Van	TECHNOLOGY	Technological resources for students	N/A
One Message, Academic are	PROFESSIONAL DEVELOPMENT	4 days	\$6,080
	ESTIMATED TOTAL COST (s	\$132,080	
	ESTIMATED COST PER STU	\$456	
	ESTIMATED COST PER STU	JDENT PER YEAR	\$76

Ethnic Studies pedagogy that is culturally responsive allows students to see themselves, their families, their communities, and their histories in the curriculum and practices of the classroom, as multiple sources of knowledge and cultural experiences are validated and celebrated.

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Questions? ¿Preguntas?









ValorEconómico
PESPAÑOI-lengua-global
Verdad Samigo Madre
Gracias Amigo Madre
Estados-Unidos ExpansiónInternacional
Investigación Latinoamérica
Amistad Cariño
Retos
Retos







