

The following indicators are what educators and students exhibit as evidence of implementation within the Language Standards and should not be considered an exhaustive list:

Indicators of Language Standards Implementation	
<p><b>Teachers are:</b></p> <ul style="list-style-type: none"> <li>○ Explicitly teaching the grade level language standards in context.</li> <li>○ Planning opportunities for students to practice the language standards in the writing students do.</li> <li>○ Planning for repetition of skills. One time is not enough. All skills take repeated practice, repeated failures, repeated fix ups and repeated tries.</li> <li>○ Selecting words that cross many content areas and will be current and visible in the students' experiences.</li> <li>○ Demonstrating research based methods of learning vocabulary, (e.g., Marzano's Six Step Method).</li> <li>○ Identifying the words that will be explicitly taught, (Tier 2 and Tier 3).</li> <li>○ Using a research based method of teaching vocabulary (e.g., Marzano's Six Steps, Frayer Model, etc.).</li> <li>○ Offering opportunities for students to revisit the words previously taught.</li> </ul>	<p><b>Students are:</b></p> <ul style="list-style-type: none"> <li>○ Working to gain control over many conventions of Standard English grammar, usage, and mechanics.</li> <li>○ Determining or clarifying the meaning of grade-appropriate words encountered through listening, reading, and media use.</li> <li>○ Appreciating that words have nonliteral meanings, shadings of meaning, and relationships to other words.</li> <li>○ Expanding their vocabulary through studying content.</li> <li>○ Not memorizing definitions as a way of acquiring vocabulary.</li> <li>○ Recording words learned (notebook, key ring, journal, etc.).</li> <li>○ Discussing words and playing with words in the classroom.</li> <li>○ Creating descriptions and visuals of vocabulary words.</li> </ul>

The following indicators are what educators and students exhibit as evidence of effective implementation of the Speaking & Listening Standards:

Indicators of Speaking & Listening Standards Implementation	
<p><b>Teachers are:</b></p> <ul style="list-style-type: none"> <li>○ Providing opportunities for students to have rich and rigorous conversations about text.</li> <li>○ Establishing protocols for effective communication.</li> <li>○ Providing sentences stems/frames to assist students with conversations about texts.</li> <li>○ Having students start with peer partnership conversations before moving to group discussions.</li> <li>○ Modeling discussions with partners and groups multiple times.</li> <li>○ Developing student skills in the areas of collaboration and presentation so students can demonstrate them independently.</li> </ul>	<p><b>Students are:</b></p> <ul style="list-style-type: none"> <li>○ Speaking and listening about texts.</li> <li>○ Using sentence stems/starters to assist them when discussing texts and ideas with partners and groups.</li> <li>○ Developing speaking and listening skills to interact with peers.</li> <li>○ Using protocols for effective speaking and listening.</li> <li>○ Demonstrating mastery of presentation skills.</li> </ul>