ELA Guidebooks 2.0: Supports Flow Chart

The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. As described in the Diverse Learners Guide, the guidebook lessons include supports to ensure students reach this goal. Diverse learners may also need additional supports. This document includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction.

The diverse learners cycle describes a decision-making process for providing supports.

When providing supports:

- **Focus on individual needs.** Supports that work for some students may make the work more difficult for other students. There is no "one-size-fits-all."
- **Make decisions based on student results.** The cycle for providing supports for diverse learners is complicated and dynamic. Sometimes providing a support one time will enable a student to meet a grade-level standard. Other times, students will need the same support provided over multiple contexts for them to meet a grade-level standard. Review students' work often to determine where support is working or not working and where more support is needed.
- **Remember the ELA goal.** All supports should help students read, understand, and express understanding of complex, grade-level texts. The grade-level standards describe what students should know and do to meet the ELA goal. Some supports will target combination of standards and some will target individual standards.

Each column of the following chart addresses a step in the cycle.

STANDARD(S)	OBSERVATIONS	POSSIBLE ISSUES	POSSIBLE SUPPORTS
Identify grade-level standards	Compare current student performance to the standards	Identify gaps between current performance and standards	Establish support plan with set outcomes

Supports for Reading and Understanding Complex Texts[1]

STANDARD(S)	OBSERVATIONS	POSSIBLE ISSUES	POSSIBLE SUPPORTS

Students apply grade level phonics and word analysis skills in decoding words. (RF.3)	• Student reads words inaccurately and/or does not blend the syllables of a word.	• Reading words letter sound by letter sound or using incorrect vowel sounds
		• Lacks knowledge of monosyllabic phonic elements
			• Practice blending multisyllabic words:
			  ○ Break apart a multisyllabic word by syllables on index cards. Provide the cards to students. Say the word aloud. Ask students to repeat the word aloud. Prompt students to put the syllables in the order they are spoken aloud. Say the whole word aloud. Repeat this process with several multisyllabic words.
			  ○ Read a multisyllabic word aloud. Ask students to write each syllable on an index card. Prompt students to connect the index cards and read the word aloud. Then, prompt students to write and say the word.
			  ○ Use other activities to practice blending multisyllabic words.
			• Identify and direct students to practice reading aloud words in advance of reading a complex text (e.g., multisyllabic words, key vocabulary, common sight words or high frequency words). Possible words to use for most texts are included on the Additional Supports for Diverse Learners included for each text in a unit.
			• Work with students on developing awareness of English phonemes not present in the students' home language.
			• If students are literate in their home language, give more attention to differences between that language and English and less attention to elements that transfer.

Students read with sufficient accuracy and fluency to support comprehension. (RF.4) Reading Fluency Guide	• Student gets "stuck" on words.	• Lack of automaticity in reading	• Use supports from the row above.

[1] This chart is not inclusive or exclusive of all supports which will help students meet the ELA goal.

Students read with sufficient accuracy and fluency to support comprehension. (RF.4) Reading Fluency Guide	• Student's reading is "choppy."
	• Student performs below grade-level on fluency assessments.
		• Reading disfluency	• Read the Reading Fluency Guide for additional information about fluency and supporting students.
			• Engage students in weekly practice through the fluency tasks. (Coming Soon!)
			• Use various activities for improving fluency.
			• Use paired/partner reading, echo reading, and/or choral reading.
			• In advance of reading the text in class, give students an audio recording[2] of a text to listen to and follow along with the printed text several times. Ask students to respond to 3-4 questions to allow them to begin building understanding, such as:
			  ○ "What is this text about?"
			  ○ "What happens in this text?"
			  ○ "What questions do you have?"
			  ○ "What does this text make you wonder about?"
			• Have students record their reading (using an application like fluencytutor®) and listen to themselves to evaluate their pronunciation, fluency and comprehension.

Students read with sufficient accuracy and fluency to support comprehension. (RF.4) Reading Fluency Guide	• Student reads with no expression. • Student performs below grade-level on fluency assessments.	• Reading disfluency • May not recognize punctuation	• Use supports from the row above. • Use echo reading. • Ensure students can distinguish among declarative, interrogative, and exclamatory sentences.
Students use a variety of strategies to determine meaning of unknown and multiple-meaning grade-level words and phrases. (L.4)	• Student doesn't know the meaning of important words and phrases in the text. • Student performs poorly on the	• Lack of strategies for determining meaning	• Concentrate over the course of the unit on vocabulary important to the unit focus (words listed in the first lesson of each unit) and the meaning of a given text (words listed on the Additional Supports for Diverse Learners). Teach these words using the protocol in the Vocabulary Guide. • Create and post word displays organized around content and concepts within the unit that show how vocabulary words and phrases are

[2] Audio recordings are available through https://librivox.org/ and can be made available through using a text-to-speech application like Read&Write from TextHelp.

Vocabulary Guide	vocabulary subclaim on assessments.		related/connected to other known words (e.g., word families, synonyms, and antonyms). • Engage students in understanding how words connect in the text to produce meaning. • Use the mentor sentences approach and work with students to determine the meaning of important words and phrases in the sentences. • Provide students with visual dictionaries for additional individual vocabulary support as they read complex texts. (Coming Soon!)
Students understand figurative language, word relationships, and nuances in the meaning of words and phrases and use this knowledge to interpret words and phrases in complex texts and analyze how specific word choices shape meaning and tone. (L.5, RL.4, and RI.4) Vocabulary Guide	• Student does not understand the various meanings of words and phrases with layers of meaning (literal and figurative). • Student performs poorly on the vocabulary subclaim on assessments.	• Limited word knowledge • Lack of strategies for determining meaning	• Engage students in a volume of reading. • Use supports from the row above.
Students acquire and use grade-level words and phrases and gather vocabulary knowledge when considering a word or phrase is	• Student uses below grade-level words and phrases in speaking and writing. • The student's writing style is not	• Limited word knowledge • Lack of "language sense" (e.g., ability to put words and phrases together in	• Use supports from the row above.

important to comprehension. (L.6) Vocabulary Guide	appropriate to the task and audience. ● Student receives a low score on the Knowledge of Language and Conventions portion of the writing rubric.	English to create meaning) ● Does not have exposure to or is not asked to grapple with grade-level text ● Lack of exposure to the English language ● Lack of strategies for determining meaning ● Lack of audience awareness and/or understanding of differences in informal and formal writing	
Reader's Circles for Literary Text (RL.2-9, L.4, L.5, and L.6) Reader's Circles for Informational Text (RI.2-9, L.4, L.5, and L.6) Reader's Circles for Literary Nonfiction (RL.2-9, RI.2-9, L.4, L.5, and L.6)	● Student demonstrates grade-level fluency on fluency assessments, but does not demonstrate understanding. ● Student performs poorly on the literary text and/or informational text	● Limited word knowledge ● Limited background knowledge ● Lack of "language sense" (e.g., ability to put words and phrases together in English to determine sentence-level meaning)	● Use supports from the rows related to the possible issues. ● In addition to the guidebook lessons, support individual or a small group of students with background knowledge, language, structure, and/or meaning of complex, grade-level texts. Use the Additional Supports for Diverse Learners. ● Ahead of the unit, assess students' knowledge of content and ideas not taught in the unit but needed to understand the unit texts.[3] For students who demonstrate limited background knowledge, help them build background knowledge in advance of the unit. For example: ○ Have students watch the Let's Set the Context videos or similar videos;

[3] Example: in the Louisiana Purchase unit, students need to know what a port is and why having access to a port would be important. This content is not taught in the unit, so students who don't have this knowledge may have trouble with the unit texts.

	subclaims on assessments. ● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	● May not make connections (e.g., recognize patterns and contrasts and draw conclusions about the meaning)	○ Direct students to research briefly about an unknown aspect of the unit topic, take notes, and share their findings with their peers; ○ Ask students to read additional texts to demonstrate understanding. ■ Texts on the unit topics but at their reading level (not leveled versions of unit texts) ■ Texts about similar topics happening in other locations around the world (e.g., Prior to teaching the American Revolution unit, have students read a text about a revolution in a country in which they are familiar.) ● Engage students in a volume of reading of texts at their reading level on topics of interest, and direct students to write about their understanding of the texts using vocabulary from the texts. ● Have students create a concept map for the unit topic(s) and vocabulary.

Supports for Engaging in Academic Discussions[4]

STANDARD(S)	OBSERVATIONS	POSSIBLE ISSUES	POSSIBLE SUPPORTS
Students prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly by adapting their speech to a variety of contexts; they also present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.1 and SL.6) Conversations Guide	• Student does not participate or responds with one-word answers; student participates, but it is disconnected from the rest of the conversation.	• Does not demonstrate understanding of complex texts • Limited word knowledge • Lack of active listening or ability to track the main points of the conversation • Lack of proficiency with standard English usage, mechanics, and/or spelling	• Use supports from the rows related to the possible issues. • Structure classroom conversations according to the Conversations Guide. • Give a simple name to each activity so students learn verbal cues. • When speaking, be sure to model correct tone, voice, and intonation and draw attention to how these might change depending on the situation and task. • Discuss the differences between the structures and features of spoken and written language. • Encourage students learning English as a new language to develop a reasonable interpretation of extended discourse (e.g., summary, gist, big picture ideas) rather than expecting them to process every word literally. • Engage students in echo talking, in which they repeat what others say with the same expression and pacing. • Encourage students to use complete sentences when they speak formally, but allow students learning English as a new language to engage in class conversations using language that may still have imperfect features. This looks like focusing on content rather than grammar when providing feedback to students. • Prior to discussions, provide students with a sample transcript of informal responses to the discussion question.[5] Ask students to revise the conversation to include academic language similar to the conversation stems, increase the length of responses, use transitions, such as "however" and "in addition," and use evidence to support the

[4] This chart is not inclusive or exclusive of all supports which will help students meet the ELA goal.
[5] This is based on "Fortify a Conversation" from Jeff Zwiers.

			responses. Review students' revisions and provide feedback on how to incorporate more academic language. Then, during the conversation, encourage students to share statements from their revised conversations when appropriate. ● Provide a conversation frame, like an answer frame, for students to use as they work in pairs or groups. ● Provide students with a way to track how the ideas of their peers support or change their original idea(s). Prior to a discussion, have students record the discussion question and their idea(s) on the student discussion tracker. During the discussion, direct students to record the ideas of their peers. Provide time during the discussion for students to reflect on and record how each peer's idea supports or refines their original idea(s). After the discussion, have students reflect on how the discussion influenced their original idea(s). ● Script what students say during conversations and then share those with the whole class, highlighting specific knowledge or skills that are meeting expectations and/or discussing ways to improve in future conversations. ● Observe students as they engage in conversations with peers. Use a discussion tracker (example). Give students specific action steps/goals to accomplish in the next conversation. Observe the next conversation and provide additional feedback on students' progress. ● Ask students to reflect on their speaking and listening skills in formal and informal conversations.
Students present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,	● Student's presentation is not clear or coherent.	● Does not demonstrate understanding of complex texts ● Limited word knowledge	● Use supports from the rows related to the possible issues. ● Engage students in echo talking, in which they repeat what others say with the same expression and pacing. ● Work with students on expressing ideas through brainstorming maps, evidence charts, and/or outlines before writing a first draft. Allow students learning English as a new language to use their home

development, and style are appropriate to task, purpose, and audience. (SL.4 and SL.6) Conversations Guide		• Inability to organize ideas logically • Lack of proficiency with standard English usage, mechanics, and/or spelling	languages or varieties of language during the drafting process, including working with and talking in pairs. • Present an organizing idea for the presentation and prompt students to describe the focus of each body paragraph based on the organizing idea. • Provide an organizing idea and an organizational frame (e.g., the "Painted Essay™") and direct students to use the frame as they create their presentation.

Supports for Expressing Understanding of Complex Texts[6]

STANDARD(S)	OBSERVATIONS	POSSIBLE ISSUES	POSSIBLE SUPPORTS
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student's writing does not address the prompt. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Does not demonstrate understanding of complex texts	• Use supports from the row related to the possible issue. • Teach students to analyze the prompt to determine how to respond.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student has a lot to say in their writing, but it has no focus. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading	• Inability to organize ideas logically • Lack of organizational skills in writing	• Work with students on expressing ideas through brainstorming maps, evidence charts, and/or outlines before writing a first draft. • Focus on one aspect of quality at a time in students' writing. For example, if the focus of a lesson is on writing a thesis, give feedback on that aspect, not the student's lack of sentence variety. • Use shared writing to model how to organize an essay. Emphasize the qualities of a strong response during the shared writing. • Create a shared organizing idea/thesis statement. Provide students with strong and weak examples. Prompt them to identify the best examples and explain why. Then, as a group, write a model organizing

[6] This chart is not inclusive or exclusive of all supports which will help students meet the ELA goal.

	Comprehension and Written Expression portion of the writing rubric.		idea/thesis statement. Direct students to use that organizing idea/thesis statement for the task. ● Model how to revise an organizing idea/thesis statement to ensure it meets the qualities of a strong organizing idea/thesis statement for the type of writing (i.e., informative/explanatory or opinion/argument). For example: Provide students with a student example that needs revision and prompt them to evaluate the quality of the organizing idea/thesis statement, using questions such as: ○ "What is this writer's thesis statement?" ○ "Does it have a claim and reasons?" ○ "How can I revise this to ensure it is a strong thesis statement?" Work as a group to make revisions to the organizing idea/thesis statement. Then direct students to review and revise their own or a partner's organizing idea/thesis statement using a similar process. ● Present an organizing idea/thesis statement for the task and prompt students to describe the focus of each body paragraph based on the organizing idea/thesis statement. ● Provide an organizing idea/thesis statement and an organizational frame (e.g., the "Painted Essay™") and direct students to use the frame as they write body paragraphs to support the organizing idea/thesis statement. ● As a group, create an organization template based on an exemplar student response. Then direct students to use that template as they write their own response. For example: Provide students with an exemplar response and discuss with students the structure/organization of the response by identifying the role/purpose of each sentence in the response (e.g., "How does this model begin? After restating the question, what does the writer do? What is the purpose of the next sentence? How does it connect to the first sentence?"). Then have students write a response on notebook paper. As they write, prompt them as needed by orally reminding them of the

			various frames (e.g., “Remember, the model started by restating the question. How would you restate this question?” or “After restating the question and providing the answer, in the model, it provides evidence for the answer/how the writer knew the answer. How do you know that’s the right answer? What evidence can you provide from the text?”).
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student includes many details which are irrelevant or unnecessary. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Does not demonstrate understanding of complex texts • Inability to develop and organize ideas logically • Lack of organizational skills in writing • Lack of understanding of relevant evidence	• Analyze the use of evidence in an exemplar response. For example: Provide students with an exemplar response. Ask students to identify the writer’s organizing idea/thesis statement. Have them identify the structure of the organizing idea/thesis statement (e.g., claim and reasons) and locate evidence in the response (e.g., label or color code) which supports the organizing idea/thesis statement each reason and the claim. Discuss as a group how the evidence supports the organizing idea/thesis statement. In later grades, discuss why the evidence is relevant. (As needed, define “relevant.”) Ask students to identify additional evidence which could support one or more of the writer’s reasons and claim. In grades 7 and higher, ask students to identify evidence which opposes or conflicts with the writer’s claim. Analyze the structure of the sentence which acknowledges the opposing or conflicting claim, emphasizing the words the writer uses to refute the opposing or conflicting claim and evidence (e.g., “While…,” “Whereas…,” or Despite…”). • Work with students on expressing ideas through brainstorming maps, evidence charts, and/or outlines before writing a first draft. • Provide students with possible evidence to use in future essay. Ask students orally or in writing to identify the claim or idea the evidence supports and explain how it supports that claim or idea. Discuss which evidence is most relevant for the each claim or idea and why. In grades 7-12, model how evidence for the opposing claim can be used in an argument using the evidence sentence starters and transitions handout (grades 6-8, grades 9-12).

			• Use shared writing and evidence sentence starters (grades 3-4, grade 5, grade 6, grades 7-12) and transitions handout (grades 3-5, grades 6-8, grades 9-12) to model how to incorporate relevant evidence into an essay. Emphasize the qualities of a strong response during the shared writing.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student has trouble getting started or student's writing is not clear or coherent. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Does not demonstrate understanding of complex texts • Inability to organize ideas logically • Lack of organizational skills in writing	• Use supports from the rows related to the possible issues. • Allow students learning English as a new language to use their home languages or varieties of language during the writing process, including working with and talking in pairs. • If students are literate in their home language, give more attention to differences between that language and English and less attention to elements that transfer (e.g., leverage their cultural and linguistic knowledge related to writing, which may or may not align with writing standards in English).[7]

[7] In English, writing tends to develop linearly, requiring the writer to directly state the point being made; logic is valued over language use and emphasis is placed on counterarguments and audience. This does not hold true in other languages and, therefore, the influence of English language learners' cultural and linguistic backgrounds impact their writing in English. For example:

- The rules of "articles" and "tenses" do not exist in many languages.
- Typical Chinese style praises eloquent language and avoids making direct points or arguments.
- Typical Japanese style is restrained, undemonstrative, cautious, and understated. Flashes of insight are valued without the intermediary steps of syllogistic reasoning.
- Typical Arabic style does not tend to present different perspectives or counterarguments; does not challenge what is socially validated; and pays more attention to impressiveness than to logic and reasoning.

Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. They write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.4, W.10) Writing Guide	• Student's writing is short. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Does not demonstrate understanding of complex texts • Limited development • Limited use of evidence • Lack of writing fluency • Lack of keyboarding proficiency	• Use supports from the rows related to the possible issues. • Incorporate technology into daily lessons, including using word processing applications and submitting typed written responses digitally. • Provide direct keyboarding instruction using a keyboarding program.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student's writing lacks paragraphs. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Inability to organize ideas logically • Lack of organizational skills in writing	• Use supports from the rows related to the possible issues.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task,	• Student's writing lacks an introduction and/or conclusion. • Student receives a low score on the Reading Comprehension and	• Lack of organizational skills in writing • Inability to transfer skills from speaking to writing	• Use supports from the rows related to the possible issues. • Ask students to respond to the writing prompt orally without referencing their written response. Then, ask students read their written response. Ask: “How is what you said different from your written response?” Prompt students to add to their writing based on their oral response, focusing on an introduction and conclusion.

purpose, and audience. (W.4) Writing Guide	Written Expression portion of the writing rubric.		• Use shared writing to model how to write an introduction and/or conclusion. Emphasize the qualities of a strong response during the shared writing. • Use the sentence stems and answer frames provided in the Possible Supports During the Lesson.
Students 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 writing. (L.3) Writing Guide	• Student uses "crutches" when writing, such as "I'm going to tell you…," "Now that I've told you about…," or "I know this because…." • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Lack of organizational skills in writing • Inability to transfer skills from speaking to writing • Does not have knowledge of writing style and purpose • Lack of audience awareness and/or understanding of differences in informal and formal writing	• Use supports from the rows related to the possible issues. • Give students a list of "crutches" and ask them reread their written response and highlight those crutches. Use shared writing and the evidence sentence starters (grades 3-4, grade 5, grade 6, grades 7-12) and transitions handout (grades 3-5, grades 6-8, grades 9-12) to model how to remove and/or replace the crutches in various sentences from the students' written responses. Then ask students to repeat the process used during the shared writing to remove and/or replace the remaining crutches in their written response.

Supports for Developing Language Proficiency[8]

STANDARD(S)	OBSERVATIONS	POSSIBLE ISSUES	POSSIBLE SUPPORTS

Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing and grammar and usage when writing or speaking. (L.1, L.2)
Writing Guide
Grammar Guide
	• Student cannot put together a complete sentence and/or demonstrates a pattern of errors.
	• Student performs poorly on the Knowledge of Language and Conventions subclaim on assessments.
	• Student receives a low score on the Knowledge of Language and Conventions portion of the writing rubric.
		• Limited word knowledge
		• Lack of "language sense" (e.g., understanding that a complete sentence includes a subject and predicate)
		• Lack of proficiency with standard English usage, mechanics, and/or spelling
			• Use the sentence stems and answer frames provided in the Possible Supports During the Lesson.
			• Use the Grammar Guide and language tasks to identify language skill deficits in student writing to focus on during small-group instruction.
			• Diagnose student gaps and provide students with targeted practice using an application such as Quill.
			• Use the language tasks/mentor sentence approach during small-group instruction to:
			  ○ Explain how the parts of a sentence (e.g., conjunctions, phrases, clauses, parts of speech) function in particular sentences.
			  ○ Target specific grade-level or below grade-level writing conventions with which students needs support. Have students look at a sentence that uses the convention properly and discuss how that convention is used to create meaning in the sentence. Then have students write or revise a sentence in their own writing to use the targeted convention correctly.
			• Provide students with sentence fragments and complete sentences. Prompt students to identify the fragments and rewrite as complete sentences.
			• Provide students with sentence frames that use a subordinating conjunction and direct students to complete the sentences to demonstrate understanding of the text they are reading.
			• Provide students with a kernel sentence and prompt them to expand the sentence through a series of questions.

[8] This chart is not inclusive or exclusive of all supports which will help students meet the ELA goal.

			• Help students use appositives to provide additional detail and clarity to their sentences. Provide students with appositive practice based on the text they are reading. • Focus students' attention on how grammatical structures contribute to the meaning of a phrase, clause, and/or sentence. Ask students to compare the structure of a phrase, clause, or sentence in English to the structure of a phrase, clause, or sentence with similar meaning in the students' home language. Focus on the difference in order/structure and how each contributes to the meaning.
Students 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 writing. (L.3) Writing Guide Grammar Guide	• Student's writing lacks sentence variety and/or fluency. • Student performs poorly on the Knowledge of Language and Conventions subclaim on assessments. • Student receives a low score on the Knowledge of Language and Conventions portion of the writing rubric.	• Limited word knowledge • Lack of "language sense" (e.g., ability to put words and phrases together in English to create meaning) • Lack of exposure to/reading of written English-language text	• Pair the student who needs support with an "expert" buddy reader. Provide both students with a copy of the student's writing who needs support. Ask the "expert" to read the writing aloud. Ask the student who needs support to note sentences that are difficult to understand when read aloud. Prompt the student who needs support to revise these sentences. • Prompt students to write the first two words of every sentence. Work with students to determine repeated sentence beginnings. Provide students with a variety of sentence beginnings to select from to revise their writing. • Ask student to highlight the sentence types in their writing. Encourage the student to revise their writing to include more sentence types based on their highlighted prompt.
Students acquire and use grade-level words and phrases. (L.6) Vocabulary Guide	• Student uses below grade-level words and phrases in	• Limited word knowledge • Lack of "language sense" (e.g., ability	• Use the language tasks during small-group instruction to support students' language development.

Conversations Guide Writing Guide Grammar Guide	speaking and writing. • The student's writing style is not appropriate to the task and audience. • Student performs poorly on the Knowledge of Language and Conventions subclaim on assessments. • Student receives a low score on the Knowledge of Language and Conventions portion of the writing rubric.	to put words and phrases together in English to create meaning) • Does not have exposure to or is not asked to grapple with grade-level text • Lack of exposure to the English language • Lack of audience awareness and/or understanding of differences in informal and formal writing	• Give students access to "Super Synonym Sets for Stories" and "Exceptional Expressions for Everyday Events" from TextProject.org to use when they write.
Students are able to form upper and lowercase letters. Writing Guide Grammar Guide	• Student's writing is illegible.	• Poor handwriting • Issues with fine motor skills • Lack of knowledge of the English alphabet, letters, letter sounds.	• Provide appropriate assistive technology for students. • Allow students to produce their responses digitally; use an application, such as SnapType, to turn hardcopy handouts into digital handouts. • Provide direct handwriting instruction using a handwriting program.