Selected Instructional Aids from

Biography-Driven Culturally Responsive Teaching

Honoring Race, Ethnicity, and Personal History

3rd edition

SOCORRO G. HERRERA

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# Discussion Guide for Chapter 1

**GUIDING QUESTIONS:** Do the educational program and the curriculum come before the learner? To what extent do we consider our knowledge of learners as integral to teaching and learning? What goals can be achieved, questions be posed, and policies be challenged, if we let go of old ways of teaching?

## Collaborate

Seldom do we as educators take time to reflect on the *what* and *why* of the core programming and curriculum utilized in our schools. This chapter sets the stage for exploring new perspectives on taking our practice beyond current models. Rethinking our teaching practices involves moving beyond the multiple layers of policies, initiatives, and legislation and actually implementing what matters most—being responsive to our learning community and the individual students we teach every day.

1. **Discuss the following with a team or a colleague:**
   - What models of teaching guide your current instructional practice?
   - What did you learn in this chapter that aligns with what you currently do?
   - What new questions emerged from what you read?
   - What do you agree with?
   - What would you challenge?

## Elaborate

2a. **With a colleague or a team, “bring to practice” the following concepts:**
   - Ecology
   - Zone of proximal development
   - Funds of knowledge
   - Biography
   - Culturally and linguistically diverse

2b. **The concepts listed above are defined in this text as central to teaching and learning. With a colleague or a team:**
   - Elaborate on what each concept looks, feels, and sounds like in classroom practice. Consider classroom practice from both the teacher perspective and the student perspective.
   - How does each concept contribute to a responsive teaching and learning cycle within the classroom community?

## Conclude

3. **Building on what you have learned through your reflection and conversations with colleagues, answer the following questions:**
   - What matters most: the program model, the curriculum, or the learner?
   - How might the program model, the curriculum, and the learner be seen as synergistic concepts/sources of information from which we can plan our lesson strategies and actions?

*My personal goal for tomorrow is . . .
My personal goal for next week is . . .

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## Discussion Guide for Chapter 2

**GUIDING QUESTION:** What role does using the biopsychosocial history of the learner play in building relationships and creating instructional spaces of hope and learning?

### Collaborate

1. **Critically reflect on the term “biopsychosocial history.”** With a team or a colleague discuss the following:
   - How does the school community impact the way learners view their own history and its contribution to teaching and learning?
   - What influences the biopsychosocial history of the learner in the classroom?
   - What value does the biopsychosocial history of the learner hold in the classroom, especially with regard to supporting and bridging to new learning?
   - What is the teacher’s role in documenting, reflecting on, and utilizing the biopsychosocial history of the learner?
   - What new questions emerged from what you read?
   - What do you agree with?
   - What would you challenge?

### Elaborate

2a. **With a colleague or a team, “bring to practice” the following concepts:**
   - CLD student biography
   - Sociocultural dimension
   - Cognitive belief system

2b. **Reflect upon and discuss with a colleague or a team why you chose to be teacher.**

2c. **Next, discuss role the sociocultural dimension of the CLD student biography plays in:**
   - Building relationships within a classroom community
   - Influencing the cognitive belief system of the learner

### Conclude

3. **Building on what you have learned through your reflection and conversations with colleagues, answer the following question:**
   - What is possible when we move from a superficial model of building relationships to documenting, reflecting on, and utilizing the history and biography of the learner as a means to build stronger relationships that can truly impact learning?

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## Discussion Guide for Chapter 3

**GUIDING QUESTION:** In what ways can students' cultural assets contribute to teaching and learning to support language development and use?

### Collaborate

1. Critically reflect on what you know about language development and learning as you answer the following questions:
   - In what ways has your professional socialization led you to make assumptions (positive or negative) regarding the teaching possibilities for culturally and linguistically diverse learners?
   - What influence does culture have on the way the student uses language to express ideas, communicate thoughts, and comprehend information in the learning environment?
   - In what ways can the structure and dynamics of a teacher’s lesson delivery inhibit the learner from full participation in the lesson?
   - What new questions emerged from what you read?
   - What do you agree with?
   - What would you challenge?

### Elaborate

2a. With a colleague or a team, “bring to practice” the following concepts:
   - Basic interpersonal communication skills (BICS)/Cognitive academic language proficiency (CALP)
   - Separate underlying proficiency (SUP)/Common underlying proficiency (CUP)
   - Second language acquisition (SLA)
   - Linguistic dimension

2b. For each concept (or pair of concepts), discuss with a colleague or a team how educators might apply their understanding of the concept(s) in classroom practice to maximize student potential/assets and possibilities for learning.

2c. Next, reflect upon and discuss the following questions:
   - How do students develop language?
   - In what ways might the sociocultural dimension influence the way the learner uses language to reach his or her full potential in the learning process?

### Conclude

3. Building on what you have learned through your reflection and conversations with colleagues, answer the following question:
   - In what ways can you plan instruction to value the learners’ ways of using language for communicating, expressing, and comprehending during learning?

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## Discussion Guide for Chapter 4

**Guiding Question:** How does understanding the cognitive dimension influence planning and delivering instruction?

### Collaborate

1. Critically reflect on the term “cognitive dimension.” With a team or a colleague, answer the following questions:
   - What aspects of a student’s biography can influence the way he or she gains knowledge, thinks, and applies new information?
   - In what ways does teacher documentation of a student’s learning process during the lesson contribute to formative assessment of his or her progress and learning?
   - How can teachers use the information they gather from formatively assessing the ways learners gain knowledge, think about concepts/situations/problems, and apply new learning, to guide their decisions about assessment?
   - What new questions emerged from what you read?
   - What do you agree with?
   - What would you challenge?

### Elaborate

2a. With a colleague or a team, “bring to practice” the following concepts:
   - Learners’ ways of knowing, thinking, and applying
   - Student learning strategies
   - Cognitive dimension
   - Behaviorist, information processing, and emergentist theories

2b. Reflect upon and discuss with a colleague or a team the structure of your curriculum maps or curriculum and the ways in which they provide (or fail to provide) opportunities for learners to:
   - Make public what they know
   - Process information in their own way and share with others how they are learning
   - Document their application of knowledge and skills gained

2c. Next, discuss the role of student learning strategies in planning and delivering instruction that takes into account the cognitive dimension of the CLD student biography.

2d. Now share with a colleague or a team the type of second language acquisition theory (behaviorist, information processing, or emergentist) with which you are most familiar, given your professional preparation. Discuss which theory aligns best with your current practices and which theory you would like to explore in relation to future practices.

### Conclude

3. Building on what you have learned through your reflection and conversations with colleagues, answer the following question:
   - What changes could you make during your lesson delivery that would provide opportunities for learners to make public what was learned, how it was learned, and what it means for future applications of learning (e.g., across different content areas, in personal life, in the larger community)?

   _My personal goal for tomorrow is . . ._

   _My personal goal for next week is . . ._

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## Discussion Guide for Chapter 5

**GUIDING QUESTION:** How does adherence to academic measures or markers limit planning and assessment for student potential, guided by grade-level/content standards?

### Collaborate

1. Critically reflect on what you know about the academic dimension. With a team or a colleague, answer the following questions:
   - In what ways can a teacher influence each of the following aspects of student learning?
     - Student participation
     - Student engagement
     - Student motivation
     - Access to grade-level content and language
     - Student academic success
   - How can the documentation of students’ biographical dimensions and their learning processes on a tool such as the CLD Student Biography Card help teachers to:
     - Move beyond traditional ways of knowing learners (e.g., using cumulative folders)
     - Thoughtfully make connections to students' background experiences during the course of a lesson
     - Build a learning community that is responsive to each student’s needs and assets
   - What new questions emerged from what you read?
   - What do you agree with?
   - What would you challenge?

### Elaborate

2a. With a colleague or a team, “bring to practice” the following concepts by discussing how each can lead to increased academic achievement for CLD students:
   - Academic dimension
   - Engagement
   - Access
   - Hope

2b. Reflect upon and discuss with a colleague or team the kinds of conditions and situations that need to be incorporated during the lesson cycle for student engagement to occur in the classroom.

### Conclude

3. Building on what you have learned through your reflection and conversations with colleagues, answer the following questions:
   - How does teachers’ understanding and use of each dimension of the CLD student biography provide learners with greater access to rigorous, grade-level language and content?
   - How does access to and supported engagement with grade-level content increase the likelihood that students will have hope for their own academic achievement?

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**Discussion Guide for Chapter 6**

**GUIDING QUESTION:** What aspects of traditional ways to plan and deliver lessons are reconceptualized in the biography-driven instruction method?

### Collaborate

1. Critically reflect on how you currently plan instruction your classroom. With a team or a colleague, answer the following questions:
   - How do contextual and situational processes differ from each other? In what ways should both be considered while planning and making decisions about specific strategies to use within a lesson sequence?
   - What is the difference between teaching to the potential of the learner versus teaching to the gaps that exist in his or her education?
   - What is gained from teachers activating, connecting, and affirming as they support learners to progress from the known to the unknown?
   - What is the difference between environment and ecology?
   - How can scaffolded instruction support individual learners to make connections, reach their academic and linguistic potential, and build a positive self-concept about themselves as learners?
   - What new questions emerged from what you read?
   - What do you agree with?
   - What would you challenge?

### Elaborate

2a. With a colleague or a team, “bring to practice” the following concepts:
   - Activate, connect, and affirm
   - Contextual processes
   - Situational processes
   - Asset perspective versus deficit perspective

2b. Reflect upon and discuss with a colleague or team each of these concepts and its impact on your current instructional practices.

2c. Next, describe how your lesson planning could change to incorporate what you have learned.

### Conclude

3. Building on what you have learned through your reflection and conversations with colleagues, answer the following questions:
   - Do the contextual and situational processes vary between lessons and classrooms? Why or why not?
   - What is one change you could to make in your current classroom practice with regard to each of the three phases of teaching and learning (activation, connection, and affirmation)? What possible benefits to the learner do you associate with each change?

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Discussion Guide for Chapter 7

GUIDING QUESTION: How does the use of strategies focused on helping students disclose what they already know and the ways they are processing language and content support their learning and academic achievement?

Collaborate

1. Critically reflect on what you do to “jump start” the lesson. With a team or a colleague, answer the following questions:
   - What tools/strategies do I use to activate what the learners bring from their funds of knowledge, prior knowledge, and academic knowledge?
   - What is gained from providing a canvas of opportunity for the learner to make public what he or she knows about the vocabulary, concept, and topic?
   - How can we utilize perspectives from literature on brain-compatible teaching and learning to create a canvas of opportunity for students to share what is known with the learning community?
   - How does the practice of capitalizing upon students’ known resources of native language and words in the second language help us move away from a deficit perspective on vocabulary development to a more scaffolded approach to vocabulary and conceptual learning?
   - What new questions emerged from what you read?
   - What do you agree with?
   - What would you challenge?

Elaborate

2a. With a colleague or a team, “bring to practice” the following concepts by discussing each in relation to teaching and learning:
   - Social constructivist approach
   - Transparency
   - Opportunity
   - Brain-compatible practices

2b. Reflect upon and discuss with a colleague or team how your lesson planning could change to incorporate what you have learned.

2c. Discuss the strategies you could select to provide each learner with the opportunity to share what he or she knows.

Conclude

3. Building on what you have learned through your reflection and conversations with colleagues, answer the following questions:
   - How does transparency in the activation phase of instruction support the development of a classroom ecology that makes full participation of each learner possible?
   - What actions can we educators take throughout the lesson to create transparency in teaching and learning that supports students to excel academically?

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Discussion Guide for Chapter 8

**GUIDING QUESTION:** What teacher pedagogical actions during the lesson help ensure that student voices are heard and valued as learners make sense of and bring meaning to new information/learning?

**Collaborate**

1. Critically reflect on what you do during the lesson to make links between students’ knowledge systems and the vocabulary and new concepts. With a team or a colleague, answer the following questions:
   - What are the tools/strategies you use to explicitly support students to make links between what was known and what is learned (new) and to use the target vocabulary to articulate new learning?
   - In what ways can we use target vocabulary during the lesson to help students make the leap from isolated word usage to more systematic and connected use of words to increase comprehension and academic gains?
   - In what ways can scaffolding as an action/process be supported and implemented through purposeful, strategically designed i+Tpsl grouping configurations?
   - In what ways can cognitive learning strategies (tools in the students’ hands) be used to provide the teacher with in-the-moment formative assessments?
   - What questioning techniques do you use to help students respond in more in-depth ways, as opposed to the usual one-word answers they frequently provide in response to hands-up questioning?
   - What new questions emerged from what you read?
   - What do you agree with?
   - What would you challenge?

**Elaborate**

2a. With a colleague or a team, “bring to practice” the following concepts by discussing each in the context of your current instructional practices:
   - Comprehensible input
   - Scaffolding
   - Revoicing
   - Student learning strategies
   - Student states of mind
   - Teacher activities

2b. Reflect upon and discuss with a colleague or a team how your lesson planning and delivery could change to incorporate what you have learned.

2c. Audit your work time rhythm and do the following:
   - Identify three teacher activities you currently use that could become student learning strategies.
   - Discuss specific actions/processes that would need to be implemented in order for your identified teacher activities to move toward the realm of student learning strategies.

**Conclude**

3. Building on what you have learned through your reflection and conversations with colleagues, answer the following question:
   - What processes/actions during the lesson need to be considered non-negotiable if we are to differentiate, scaffold, and support learning from a culturally responsive and sustaining perspective?

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*My personal goal for next week is . . .*
**Discussion Guide for Chapter 9**

**GUIDING QUESTION:** What is most important at the end of the lesson: the logistics and end product ensuing from the assessment, or conducting the assessment in a way that its process and progression show the linguistic and academic gains that have occurred for each learner?

---

## Collaborate

1. Critically reflect on what you currently do throughout the teaching and learning cycle to document student potential/assets as well as the student’s growth and mastery related to the vocabulary, topic, and concepts. With a team or a colleague, answer the following questions:
   - What tools and strategies do you use to document students’ background knowledge as a way to not only preassess students but also create conditions for their potential to be uncovered and utilized during the lesson?
   - What can be gained from formatively assessing throughout the lesson?
   - What evidence do you routinely collect in each lesson that explicitly documents student growth in language and content understanding?
   - What kind of evidence of learning at the end of the lesson supports learners to celebrate their participation throughout the lesson and take ownership over what they produced along the way?
   - What new questions emerged from what you read?
   - What do you agree with?
   - What would you challenge?

---

## Elaborate

2a. With a colleague or a team, “bring to practice” the following concepts by discussing their role in your current classroom practice:
   - Preinstructional assessment
   - Student learning strategies
   - Formative assessment
   - Monitoring of students' states of mind
   - Questioning for accountability

2b. Reflect upon and discuss with a colleague or a team the ways in which your system of assessment throughout the lesson cycle can be enhanced through the documentation of student background knowledge, learning processes, and growth/achievement at the end of the lesson.

---

## Conclude

3. Building on what you have learned through your reflection and conversations with colleagues, answer the following question:
   - How might an increased emphasis on both what was learned and the process that was used (e.g., building on funds of knowledge, using specific learning strategies) impact the learner’s cognitive belief system?

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*My personal goal for next week is . . .

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Discussion Guide for Chapter 10

**GUIDING QUESTION:** How does an emphasis on reflective practice and standards for effective pedagogy provide us with a blueprint for creating meaningful teaching and learning experiences?

### Reflect

Figure 10.3 in the text (page 176) highlights six critical aspects of effective pedagogy that can help guide our work with CLD students:

- Reflective Practice
- Contextualization
- Joint Productive Activity
- Challenging Activities
- Language and Literacy Development
- Instructional Conversation

For each of the six aspects, concepts from this text are included as benchmarks for our shared journey to a more biography-driven, culturally responsive and sustaining pedagogy.

1. **Individually, reflect upon your own classroom community, curriculum, teaching philosophy, and instructional practices.**
   - For each of the six aspects of effective pedagogy:
     - Check the box(es) in the “How I Relate to This” column that reflect your current level of readiness for implementation, given the related concepts.
     - In the “How I Will Implement” column, bullet a list of three or four ways you plan to implement each aspect of effective pedagogy in your classroom.

### Collaborate/Elaborate

2. **Discuss with a team or a colleague each of the six aspects of effective pedagogy.**
   - Share your ideas for implementation.
   - Discuss concepts for which you would like additional support. Brainstorm ideas about additional resources that might be used to strengthen knowledge and skills related to each.

### Conclude

3. **Building on what you have learned through your reflection and conversations with colleagues, select one implementation idea for each of the six aspects of effective pedagogy.**
   - On a separate sheet of paper, expand upon your thoughts related to each of your selected implementation ideas (6 total) to create a solid theory-into-practice action plan for how you will strive to increase the effectiveness of your professional practice with CLD students.
   - Identify at least one colleague with whom you will share the results of your efforts to implement your action plan with your community of learners.

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*My personal goal for next week is . . .*
Name: ____________________________

Hearts Activity

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Sociocultural Dimension
Home + Community + School =

Background Knowledge

Linguistic Dimension
Valuing L1 & L2

Cognitive Dimension
Implications for Practice

Academic Dimension
+ State of Mind -

School-Situated

Biography-Situated

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Name: __________________________________________

**DOTS Chart**

*(Determine, Observe, Talk, Summarize)*

**Topic: __________________________________________**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A–B</td>
<td>C–D</td>
<td>E–F</td>
</tr>
<tr>
<td>G–H</td>
<td>I–J</td>
<td>K–L</td>
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<tr>
<td>M–N</td>
<td>O–P</td>
<td>Q–R</td>
</tr>
</tbody>
</table>

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# Mind Map

## Student Academic Behavior Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning 1–2</th>
<th>Developing 3–4</th>
<th>Accomplished 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creative Use of Information</strong></td>
<td>Student takes information from the mind map and uses it to create simple sentences. The ideas on the map have been depicted using a minimal combination of pictures and words.</td>
<td>Student uses information from the mind map to write sentences that summarize the important ideas of the topic. The ideas on mind map have been explained using a good combination of visuals and words.</td>
<td>Student uses the information from the mind map to write sentences that depict an in-depth understanding of the topic. The topic is being explained through extensive use of pictures and words.</td>
</tr>
<tr>
<td><strong>Connections to the Map</strong></td>
<td>Minimal link made between the concepts on the map and the paragraph.</td>
<td>Some connections made between the concepts on the map and the paragraph.</td>
<td>Extensive connections made between the concepts on the map and the details of the paragraph.</td>
</tr>
<tr>
<td><strong>Knowledge of Topic</strong></td>
<td>Student has basic information that reflects only a part of the discussion conducted during the class.</td>
<td>Student paragraphs show many facets of the learning gained during the class.</td>
<td>Extensive connections made between the concepts on the map and the details of the paragraph. Student examples and connections made represent the critical concepts learned as well as links to outside resources (past learning, prior experiences, and personal connections).</td>
</tr>
</tbody>
</table>

**Comments**

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*Developed by Classroom Teachers*

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# Vocabulary Quilt

## Student Academic Behavior Checklist

**Student Name:**

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronounces the target word orally before putting the picture or the word in the box</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates to words using prior experiences and background knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses descriptive words for the target vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connects to the words using the native language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infers meaning of the words beyond the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends to every word on the quilt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predicts what the story will be about based on the words on the quilt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

—Developed by Classroom Teachers

This material is a supplement to *Biography-Driven Culturally Responsive Teaching: Honoring Race, Ethnicity, and Personal History, 3rd Edition*, by Socorro G. Herrera. For instructions for implementing the Vocabulary Quilt strategy, see Appendix E, page 187.

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# IDEA
(Ignite, Discover, Extend, Affirm)

## Student Academic Behavior Rubric

**Student Name:**

**Group:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Below Standards</th>
<th>Meet Standards</th>
<th>Above Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Work</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Chain</td>
<td>Vocabulary connections unclear. The vocabulary words are wrongly placed in the chain.</td>
<td>Vocabulary connections made to students’ prior experiences. Some vocabulary words are placed in order to show the connections that exist between them.</td>
<td>Vocabulary connections contain numerous details that relate to prior experiences of students. All of the words are appropriately placed in the chain to show the connections that exist between them.</td>
<td></td>
</tr>
<tr>
<td>Supporting Details/ Group Discussion</td>
<td>No details added to the word chain. No evidence of student discussion.</td>
<td>Some details added to the word chain. Students in the group discussed word chain details with each other.</td>
<td>Many details added to the word chain. Extensive student discussion evident from the added details.</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Work</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Paragraph</td>
<td>The paragraph shows no connection with prior knowledge. Details not presented in a logical manner.</td>
<td>The paragraph shows some connections with prior knowledge. Details presented in a manner that shows some logic.</td>
<td>The paragraph shows evidence of thoughtful connections with prior knowledge. Details presented in a clear and logical order that shows thoughtful connections.</td>
<td></td>
</tr>
<tr>
<td>Creative Use of Information</td>
<td>None of the sentences constructed include the vocabulary words in the chain.</td>
<td>A few sentences well constructed and follow the sequence of the vocabulary words in the chain.</td>
<td>All sentences well constructed and follow the sequence of the vocabulary words in the chain.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

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# Thumb Challenge

## Student Academic Behavior Rubric

Name: ___________________________  Topic: ___________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Below Standards 1</th>
<th>Meet Standards 2</th>
<th>Above Standards 3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Explanation of Words</td>
<td>No explanations are provided, or explanations are unrelated to the topic.</td>
<td>Explanations are vague, somewhat related to text. Explanations include verbal and nonverbal representations.</td>
<td>All explanations for words are appropriate, detailed, and specific, using verbal representations.</td>
<td></td>
</tr>
<tr>
<td>Student Interaction</td>
<td>No interaction is taking place between students.</td>
<td>Interaction is only related to the oral production of vocabulary words.</td>
<td>Student interaction is meaningful regarding word explanation, and there is turn-taking between students.</td>
<td></td>
</tr>
<tr>
<td>Summary Sentence</td>
<td>No sentence is submitted or sentence is incomplete and unrelated to the text.</td>
<td>Sentences are accurate but simple.</td>
<td>Sentences accurately express the major ideas in the text and are meaningfully elaborated.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

---Developed by Classroom Teachers---

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This material is a supplement to Biography-Driven Culturally Responsive Teaching: Honoring Race, Ethnicity, and Personal History, 3rd Edition, by Socorro G. Herrera. For instructions for using the Uncover, Concentrate, Monitor, Evaluate (U-C-ME) template, see Appendix H, page 190.

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# U-C-ME
(Uncover, Concentrate, Monitor, Evaluate)

## Student Academic Behavior Rubric

### Teacher Name:

### Student Name:

<table>
<thead>
<tr>
<th>Category</th>
<th>Below Standards 1</th>
<th>Meet Standards 2</th>
<th>Above Standards 3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequencing</strong></td>
<td>Many of the support details or arguments are not presented in an expected or logical manner.</td>
<td>Arguments and support are provided in a fairly logical order and are easy to follow.</td>
<td>Arguments and support are provided in logical order using the discussions from the class.</td>
<td></td>
</tr>
<tr>
<td><strong>Paragraph Narrative</strong></td>
<td>Only a few arguments are specific to the chart.</td>
<td>Arguments are specific to the U-C-ME chart but do not go beyond the class discussion.</td>
<td>Arguments in the paragraph are specific to the U-C-ME chart and some even go beyond the class discussion.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td>None of the constructed sentences follow the sequence of the U-C-ME chart.</td>
<td>A few sentences are well constructed and follow some sequence of the U-C-ME chart.</td>
<td>All sentences are well constructed and follow the sequence of the U-C-ME chart.</td>
<td></td>
</tr>
<tr>
<td><strong>Connections to Prior Knowledge</strong></td>
<td>The paragraph shows no connection with the prior knowledge.</td>
<td>The paragraph shows some connections with the prior knowledge as shown through the U-C-ME chart.</td>
<td>The paragraph shows evidence of thoughtful connections with prior knowledge as shown on the U-C-ME chart.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

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*Developed by Classroom Teachers*

This material is a supplement to *Biography-Driven Culturally Responsive Teaching: Honoring Race, Ethnicity, and Personal History, 3rd Edition,* by Socorro G. Herrera. For instructions for implementing the Uncover, Concentrate, Monitor, Evaluate (U-C-ME) strategy, see Appendix H, page 190. © 2022 by Teachers College, Columbia University. For more information or to order, please visit tcpress.com/bdcrt