

English Language Arts/ English Language Development Framework

for California Public Schools

Kindergarten Through Grade Twelve



Adopted by the California State Board of Education, July 2014

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English Language Development
Framework for
California Public Schools

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Developed by the
Curriculum Framework and
Evaluation Criteria Committee

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California State Board of Education

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Notice

The guidance in the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

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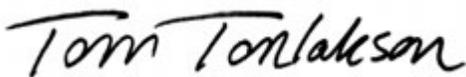
Foreword

Today's diverse students need to be prepared for tomorrow's expanding literacy demands. With the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework)*, we address the language needs of every student in California and provide guidance to prepare students for postsecondary education and/or careers. The *ELA/ELD Framework* forges a unique and unifying path between two interrelated sets of standards: the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards).

The CA CCSS for ELA/Literacy, adopted in August 2010, highlight critical skills and expectations in English language arts necessary to develop students' literacy in the twenty-first century. The standards emphasize the importance of building knowledge through a balanced study of content-rich informational and literary texts; fostering reading, writing, and speaking skills grounded in evidence from texts; developing careful analyses, well-defended claims, and clearly articulated information; and underscoring the need for regular practice with complex texts and academic language. In 2012, the State Board of Education approved the CA ELD Standards, which are intentionally aligned with the CA CCSS for ELA/Literacy. These new ELD standards amplify areas of English language development that research has shown are crucial for academic learning. They describe key knowledge, skills, and abilities in core areas that are necessary for English learners to successfully engage with, and achieve success in, grade-level academic content.

The interrelated alignment of these two new sets of standards called for in the *ELA/ELD Framework* forms the basis for remodeling our instructional practice and promoting literacy through critical thinking and problem solving, collaboration, and communication. The *ELA/ELD Framework* provides guidance to educators to help build this new depth of knowledge on a range of topics. It includes strategies to strengthen learning for every student, both in the English language arts classroom and in classrooms where students learn other academic content. It contains information on the qualities of effective professional development, strategies for incorporating technology into the classroom, and effective examples of using formative assessment to guide instruction. The *ELA/ELD Framework* also features helpful figures and descriptive snapshots that frame new ideas and practices for integrating the literacy demands of both the English language arts and discipline-specific classrooms, offering support to students who come to those classrooms with a wide range of language development needs.

We are proud of this groundbreaking and practice-building framework and the guidance it offers to prepare all students for their journey toward college and career readiness. By working together to embrace the challenge and promise of providing high-quality and equal access to standards-based literacy instruction, we can prepare today's children to achieve tomorrow's goals.



TOM TORLAKSON
State Superintendent of Public Instruction



MICHAEL W. KIRST
President, California State Board of
Education

Acknowledgments

This edition of the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* was adopted by the California State Board of Education (SBE) on July 9, 2014. When this edition was approved, the following persons were serving on the SBE:

Michael W. Kirst, President
Ilene Straus, Vice President
Sue Burr
Carl A. Cohn
Bruce Holaday
Aida Molina
Patricia Ann Rucker
Nicolasa Sandoval
Trish Boyd Williams
Kenton Shimosaki, Student Member

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In March 2014 when the framework was recommended for adoption by the SBE, the members of the Instructional Quality Commission (IQC) were as follows:

Louis "Bill" Honig, Commission Chair, CORE, Inc.
Jo Ann Isken, Commission Vice Chair, Retired Educator
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The following members of the English Language Arts/English Language Development Subject Matter Committee participated in the development and approval process for the framework from 2012 through 2014:

Angel Barrett (Member, 2012, 2013, and 2014)
Kristyn Bennett (Member, 2012, 2013, and 2014)
Jose Dorado (Member, 2012, 2013, and 2014)

Angie Estonina (Vice Chair, 2012; Member, 2013)
Marlene Galvan (Member, 2012, 2013, and 2014)
Michelle Herczog (Member, 2012)
Carla Herrera (Member, 2012; Vice Chair, 2013 and 2014)
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Carlos Ulloa (Member, 2013 and 2014)

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Deborah Thomas, Teacher, Fruitvale School District and Adjunct Professor, California State University, Bakersfield

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¹ Affiliations listed were current at the time of each member's appointment.

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Thomas Adams, Director, Curriculum Frameworks and Instructional Resources Division, and Executive Director, IQC

Kristen Cruz Allen, Administrator, Curriculum Frameworks Unit

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Introduction to the Framework

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Overview

The *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework)* breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards:

- California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), adopted by the California State Board of Education (SBE) in August 2010 (with minor modifications adopted in 2013) (California Department of Education [CDE] 2013a)
- California English Language Development Standards (CA ELD Standards), adopted by the SBE in November 2012 (CDE 2014a)

These two sets of standards have wide-ranging importance: The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success and for full and wise participation in a democratic society and global economy. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others. Since literacy and language are foundational to all learning, both sets of standards are crucial to ensuring that all California students achieve content standards in every discipline.

This *ELA/ELD Framework* addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines. The CA CCSS for ELA/Literacy and the CA ELD Standards define what students are expected to know and be able to do at each grade level¹ or span and, in the case of the CA ELD Standards, the English language proficiency level. This *ELA/ELD Framework* guides the development of curriculum,

¹ The CA CCSS for ELA/Literacy and the CA ELD Standards each include kindergarten through grade 12 standards. The kindergarten standards inform practice in transitional kindergarten classrooms. In discussions of transitional kindergarten curriculum and pedagogy throughout this document, where the standards are being described the term "kindergarten" is used whereas where programs or learners are discussed the term "transitional kindergarten(er)" is used.

instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential.

The *ELA/ELD Framework* is complemented by other California standards and frameworks, including the *Model School Library Standards* (CDE 2011c), subject matter content standards and frameworks, the *Career Technical Education Framework* (CDE 2007), and preschool learning foundations and frameworks. Because the CA CCSS for ELA/Literacy and CA ELD Standards call for an integrated approach to instruction, all frameworks and standards in the range of subject matter, as well as other resources, should be considered in instructional planning, assessment, and curriculum development.

Although beyond the scope of this framework, it should be noted that literacy and language proficiency in languages other than English are highly desirable and advantageous for California's students and the state. The State Superintendent of Public Instruction and the SBE recognize biliteracy as a precious resource in our state, one that should be encouraged and nurtured. In effect since 2012, the State Seal of Biliteracy (<http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>) is awarded to high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. As Superintendent Torlakson has emphasized, "Fluency in a second language helps our students be well-prepared to compete in a global marketplace. The gold seal on their high school diploma recognizes and celebrates a second language as an asset not just for themselves, but for our state, nation, and world. In the pursuit of a biliterate and multiliterate citizenry, California has the opportunity to build on the linguistic assets that our English learners bring to public schools while also supporting the acquisition of biliteracy and multiliteracy in students whose home language is English. This goal is a necessary component of a world-class education and will contribute to California's continued leadership in the nation and the world." Readers are referred to the *Common Core en Español* (SDCOE 2013), *World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (CDE 2010b), and the *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve* (CDE 2003) for related information.

This ELA/ELD Framework guides the development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential.

Audiences for the Framework

The framework has two primary audiences: (1) educators, and (2) developers and publishers of curriculum programs and materials. Because proficiency in the language arts (reading, writing, speaking, listening,² and language) is crucial for success in every discipline, this *ELA/ELD Framework* is relevant to *all* educators of transitional kindergarten through grade twelve and to publishers of programs and materials for *every* subject matter. Educators use this framework along with the CA CCSS for ELA/Literacy and CA ELD Standards as a road map for curriculum and instruction. Publishers attend to the content and pedagogical requirements specified in the CA CCSS for ELA/Literacy, the CA ELD Standards, and this *ELA/ELD Framework* to ensure that all California students have access to carefully designed, research-based instructional materials that are appropriate for their diverse linguistic and cognitive learning needs.

² As noted throughout this framework, speaking and listening should be broadly interpreted to include signing and viewing for students who are deaf and hard of hearing and whose primary language is American Sign Language (ASL). Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

Additional audiences for the framework include parents, caregivers, families, members of the community, and policymakers, as well as institutions, organizations, and individuals involved in the preparation and ongoing professional learning of educators. The framework is a useful guide as these parties engage in efforts to support their own and their community's children and youth, as well as those who teach them, and as they review curricula at the local and state levels.

California's Children and Youth

More than six and one quarter million students are enrolled in California's public schools in transitional kindergarten through grade twelve, and more than seventy percent of Californians under the age of eighteen are people of color. Our students come from a range of ethnic backgrounds; live in different socio-economic circumstances; are being raised in different geographic, community, and familial settings; and have different cultural experiences and histories. Some are new to California and the United States, and some are the most recent generation in a long line of Californians.

California has the largest number of ELs in the country. More than 20 percent of California's students in kindergarten through grade twelve are designated as ELs with over 60 language groups represented (CDE Dataquest 2014b). More than 45 percent of California's students, not all of them ELs, come from homes where a language other than, or in addition to, English is spoken. California's rich student diversity also includes many students who speak home/community dialects of English (such as African American English or Chicana/Chicano English) that may be different from the "standard" English typically used in classrooms. These home/community varieties of English are assets: valuable family and community resources in their own right and solid foundations to be built on for developing academic English (see chapter 9 for more on Standard English Learners). In short, California's student population is richly diverse in terms of backgrounds and home lives.

California's students are also diverse in terms of their physical and cognitive abilities and special talents. Approximately 11 percent of public school students in California have been identified as students with disabilities while eight percent of public school students have been identified as gifted and talented. (See chapter 9 for a more comprehensive discussion of California's diverse student population.)

Teachers capitalize on the varied life experiences, understandings, skills, insights, values, goals, and interests of students and their communities to enrich and enliven their classrooms and expand their own and their students' knowledge and worldviews.

This diversity presents both an opportunity and a challenge for California's educators. Teachers capitalize on the varied life experiences, understandings, skills, insights, values, goals, and interests of students and their communities to enrich and enliven their classrooms and expand their own and their students' knowledge and worldviews. They deepen all students' understandings of the curricula and strengthen students' abilities to communicate effectively by encouraging the range of voices to engage in academic conversations and exploration.

The challenge is to provide instruction that meets each student where he or she is; taps what is important in students' diverse personal worlds to establish relevance and meaningful purposes for reading, writing, speaking, and listening; ensures that all students achieve the intellectual and communicative skills and knowledge to succeed; and respects and is responsive to students, their families, and their communities.

Although there have been many successes in California's efforts to teach its children and youth in recent decades, we have far to go. Too many students do not achieve the advanced level of proficiency in literacy and language necessary for school success. Too many students who begin high school do not complete it. Moreover, too many students who finish high school do not complete "a-g"

course requirements for entering the state's four-year universities, and of those who do, too many do not demonstrate readiness for college-level work in English and mathematics upon college entrance. Disaggregated data reveal a disproportionate representation of ELs, students with disabilities, economically disadvantaged students, and African American and Hispanic/Latino students in these figures. In addition, too many EL students in middle and high school who have been schooled in the U.S. since elementary school and who are fluent in conversational English have not made sufficient linguistic and academic progress to meet redesignation criteria and exit English learner status, resulting in their identification as *long-term English learners*.

Closing these persistent achievement gaps is crucial to the future of California's youth in terms of postsecondary options and future earnings. It is also crucial to the future of our democratic institutions and our place in the global economy. The commitment of the SBE and the State Superintendent to attain these goals for California's students is evident in their vision and goal statements. This *ELA/ELD Framework* describes how California educators actualize this vision and these goals by providing high-quality curriculum and instruction in literacy and language across the content areas.

Vision and Goals for California's Children and Youth

The SBE outlines the following vision for California's students:

All California students of the 21st century will attain the highest level of academic knowledge, applied learning, and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society (SBE 2012).

The State Superintendent's report, *A Blueprint for Great Schools* (<http://www.cde.ca.gov/eo/in/bp/documents/yr11bp0709.pdf>) supports these goals and envisions a world-class education for students, one that ensures all students are college and career ready and "prepared to pursue their dreams, participate in the rich cultural life of our state and compete in our global economy" (CDE 2011a, 2). Contributing to a world-class education are California's efforts to ensure our youngest population has access to high-quality child care and development programs and preschools, as well as the establishment of transitional kindergartens, each of which sets children on a trajectory of success. (See especially the *California Infant/Toddler Curriculum Framework* [<http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf#search=infant%20toddler%20framework&view=FitH&pagemode=none>] [CDE 2012] and the *California Preschool Curriculum Frameworks* [<http://www.cde.ca.gov/sp/cd/re/psframework.asp>] [CDE 2010a, 2011b, 2013b].)

Strong literacy and language skills across the disciplines are central to realizing these visions. Literacy and language, along with positive dispositions toward learning and wide exposure as readers and viewers to extraordinary literary and informational text and other media, enable students to access the thinking of others—their knowledge, perspectives, questions, and passions—and to share, ponder, and pursue their own. By adopting the CA CCSS for ELA/Literacy, the SBE affirmed its hope and belief that all of California's students develop the **readiness for college, careers, and civic life** by the time they graduate

Literacy and language, along with positive dispositions toward learning and wide exposure as readers and viewers to extraordinary literary and informational text and other media, enable students to access the thinking of others—their knowledge, perspectives, questions, and passions—and to share, ponder, and pursue their own.

from high school and that they attain the following **capacities of literate individuals** as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO) (detailed in figure I.1):

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

In addition, this framework recognizes that becoming **broadly literate**—reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively—is necessary for life in today’s global society. A person who is broadly literate engages with a wide range of books and texts across a variety of genres, time periods, cultures, perspectives, and topics. Texts are formal and informal; they include picture books, chapter books, text books, song lyrics, plays, short stories, poems, essays, speeches, Web sites, blogs, social media, advertisements, graphic novels, newspapers, magazines, scholarly journals, and more. In addition, they include performances, such as dramas, musicals, concerts, poetry and spoken word, dance, opera, news programs, and more. A person who is broadly literate enjoys texts for the pleasure they bring, the ideas they convey, the information they impart, the wisdom they offer, and the possibilities they uncover.

*... this framework recognizes that becoming **broadly literate**—reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively—is necessary for life in today’s global society. A person who is broadly literate engages with a wide range of books and texts across a variety of genres, time periods, cultures, perspectives, and topics.*

Notably, the SBE acknowledges that California’s children and youth should be prepared for **living and learning in the 21st century**. Thus, they are offered an education that promotes critical thinking, creativity, communication, and collaboration in all content areas along with technology skills and global competencies.

Figure I.1. Capacities of Literate Individuals

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

The SBE further affirmed its vision of literacy for all students in 2012 by adopting the rigorous CA ELD Standards which are designed to facilitate ELs' achievement of the goals outlined in this framework as they simultaneously develop English as an additional language. The CA ELD Standards correspond to—and were designed to be used *in tandem* with—the CA CCSS for ELA/Literacy. Specifically, the CA ELD Standards emphasize that ELs at **all** English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards, stated in “Section 1” at each grade level or span, is to ensure that ELs are fully supported as they

- Read, analyze, interpret, and create a variety of literary and informational text types
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience
- Become aware that different languages and variations of English exist
- Recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English
- Contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback
- Demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia
- Develop proficiency in shifting language use based on task, purpose, audience, and text type

California is deeply committed to helping its most precious resource—its children and youth—realize these visions. This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

Guiding Principles

The following principles and beliefs guide the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared.
- ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.
- Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

Schooling should help all students achieve their highest potential. The guidelines offered in this framework are predicated on the belief that California's educational system should assist all children and youth in achieving their highest potential. California adopted the rigorous CA CCSS for ELA/Literacy with all, not just some, students in mind. However, because learners differ, they may require different types and levels of support in order to achieve their full potential. Excellent initial instruction, appropriate for the range of learners, in all grade levels and content areas should be provided to all students, and close, ongoing monitoring of individuals' progress is essential so that subsequent instruction can be tailored to meet students' needs and challenge students appropriately. Schools should have clear systems in place for analyzing data and supporting students

Every teacher, administrator, specialist, parent, and community member should hold and demonstrate high expectations of all students. Texts, tasks, and interactions should convey these expectations.

and for refocusing and intensifying instruction for students who experience difficulties. Likewise, they should ensure that advanced learners are provided instruction of adequate depth and complexity so that they, too, have the opportunity to achieve their potential. (See discussions of Universal Design for Learning and Multi-Tiered System of Supports in chapter 9 of this *ELA/ELD Framework*.)

Every teacher, administrator, specialist, parent, and community member should hold and demonstrate high expectations of all students. Texts, tasks, and interactions should convey these expectations. However, high expectations should be matched by high levels of support. Support for students comes in many forms, including, but not limited to, temporary scaffolding and grouping,

culturally and linguistically responsive instruction, tiered interventions, and varied instructional approaches. English learners also receive support through implementation of the CA ELD Standards, which are designed to ensure that ELs attain the English language knowledge, skills, and abilities that allow them to access, engage with, and achieve the CA CCSS for ELA/Literacy and all other academic content standards. Students from diverse cultural, ethnic, and racial backgrounds receive culturally responsive education that values and leverages the rich knowledge and experiences students bring to the classroom. Depending on the individual learning profiles of students with disabilities, services are provided by both general education and special education teachers to ensure that all students with exceptional needs receive high quality differentiated instruction in the core curriculum, including positive behavior support.

Each chapter in this *ELA/ELD Framework*, especially chapter 9, describes appropriate support for students of different backgrounds and learning needs to ensure that high expectations are maintained and actualized in student achievement, motivation, and engagement with school.

The responsibility for learners' literacy and language development is shared. All educators share in the responsibility of ensuring that every student achieves the lofty visions of the SBE and the State Superintendent, particularly those highlighted in this *ELA/ELD Framework*: California's students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire skills necessary for living and learning in 21st century. Whether in self-contained or departmentalized programs, ELA, ELD, and content teachers should work closely with administrators, site- and district-level specialists, and one another to create the environment and means to ensure that all children and youth meet the rigorous standards set forth in this framework. Teachers should be well prepared and knowledgeable about child and adolescent development, disciplinary content, the CA CCSS for ELA/Literacy and the CA ELD Standards, learning, and teaching. They should have time to engage collaboratively in planning, identifying excellent grade-appropriate literature, reviewing assessments of performance, and setting goals. California's students are best served when educators work together to inspire, teach, and support children and youth in achieving academic excellence.

Responsibility for the education of California's children and youth is also shared with families and communities. Parents, guardians, and community members are vital partners in fostering literacy and language development. Guidance regarding these partnerships is provided in chapter 11.

Whether in self-contained or departmentalized programs, ELA, ELD, and content teachers should work closely with administrators, site- and district-level specialists, and one another to create the environment and means to ensure that all children and youth meet the rigorous standards set out in this framework.

ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated. Teachers should have access to well-designed curriculum that is based on research, aligned with state education policy, and appropriate for students. Learning goals should be clear; skills and content should be thoughtfully and coherently sequenced and articulated across grade levels and disciplines; and opportunities for practice and application of learning should be rich, relevant, and ample. The curriculum should systematically and thoroughly address the acquisition and fluent application of foundational skills; the development of comprehension and academic language; and the skillful use of spoken and written English for a variety of purposes in a variety of contexts. Furthermore, it should reflect an integrated model of literacy, one in which the communication processes of reading, writing, speaking and listening, and language are closely connected, support the development of one another, and are used in service of all learning.

Learning goals should be clear; skills and content should be thoughtfully and coherently sequenced and articulated across grade levels and disciplines; and opportunities for practice and application of learning should be rich, relevant, and

In addition, the curriculum should foster critical and creative thinking, develop students' abilities to question and reason, and promote active engagement with the content and with peers. And, most importantly, the curriculum should offer students opportunities to interact deeply, as readers and writers, with a range of high-quality texts—different types, genres, topics, disciplines, lengths, and complexities—that ignite their interests, build their knowledge, touch their hearts, and illuminate the human experience. Chapter 12 in this framework provides the criteria for publishers of the CA CCSS for ELA/Literacy and CA ELD curriculum.

Effective teaching is essential to student success. The belief in the importance of teachers in student success is reflected in California's commitment to the recruitment and retention of an exceptionally well-qualified teaching force as outlined in *Greatness by Design* (<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>), the report of Superintendent Torlakson's Task Force on Educator Excellence (2012). Indeed, effective teaching has been called a civil right of students (Annenberg Institute for School Reform 2011, Darling-Hammond 2011; Quay 2011).

The framework recognizes that a well-designed curriculum, though crucial, is insufficient for ensuring students' success. Instructional decisions regarding methods and materials—decisions made both with thoughtful planning and in the moment—determine the extent to which an excellent curriculum benefits students and contributes to their achievement of the overarching goals of ELA/literacy and ELD instruction. Described in the section on vision and goals in this chapter, the goals are the following:

- Students develop the readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

This *ELA/ELD Framework* provides suggestions for instructional approaches throughout, and it acknowledges that no single approach adequately serves the range of learners. Essential considerations in ELA/ELD instruction are introduced and elaborated on in chapter 2 and extended in subsequent chapters.

This framework further acknowledges the value of professional learning that is “sustained, focused on important content, and embedded in the work of collaborative professional learning teams that support ongoing improvements in teachers' practice and student achievement” (Task Force

on Educator Excellence 2012). The recommendations for curriculum, instruction, and assessment provided in the framework are dependent upon this learning environment for teachers. Professional learning is discussed in chapter 11.

Motivation and engagement play crucial roles in learning. Students who are motivated to engage deeply in literacy tasks are more likely to be successful in developing literacy and language at high levels. The National Research Council in its publication, *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*, cites the importance of “motivational factors (engagement, interest, identity, and self-efficacy) and dispositional factors (conscientiousness, stamina, persistence, collaboration)” in supporting deeper learning in English language arts (2012, 111–112). Moreover, guidance from national agencies, including the Practice Guides on kindergarten through grade twelve literacy from the Institute for Educational Sciences (Shanahan, and others 2010; Kamil, and others 2008), recommend increasing student motivation and engagement to improve student achievement in literacy.

Motivation and engagement contribute to students’ attainment of the content, skills, and strategies necessary for achieving the CA CCSS for ELA/Literacy and CA ELD Standards. These factors enable students to sustain effort and persist in the face of challenging texts and tasks; in fact, interest in the topic, opportunities to control their own learning, and a growing sense of mastery can propel students to reach far beyond their current instructional levels. Building curiosity for the world around them and an enduring interest in the world of words and ideas are essential foundations for attaining the levels of literacy, language, and content knowledge essential to eventual career and college success and thoughtful participation in civic life.

The Emphasis on English Learners in this Framework

California recognizes that ELs in transitional kindergarten through grade twelve have a double curricular load: They must become proficient in academic English, and they must learn the same rigorous academic content required of all students in California. Because they are learning English as an additional language, ELs require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines. Therefore, ELs are provided support for academic language development in core content courses (integrated ELD) and specialized support (designated ELD) for English language development. Integrated ELD is provided throughout the day. Designated ELD is provided during a protected time. Both ensure that ELs’ linguistic and academic needs are fully met.

Because they are learning English as an additional language, ELs require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines.

Some local educational agencies also offer instructional support to ELs through alternative educational programs. These programs, which must meet the California *Education Code* 310 waiver process for ELs, may be identified as:

- Developmental Bilingual Education Programs: enrichment form of dual language education that uses ELs’ home language and English for literacy and academic instruction throughout the elementary grade levels and, whenever possible, school as well.

- Dual Language Immersion Programs: integrated language and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
- Transitional Bilingual Education Programs: academic instruction in the ELs' home language as they learn English. As students acquire oral English proficiency, the language of academic subjects gradually shifts from the students' home language to English.

Expanding on the goals stated in the CA ELD standards, the values displayed in figure I.2 frame California's work in educating ELs in all transitional kindergarten through grade twelve classrooms across the disciplines. These values are derived from current research and theory. (See for example, Anstrom, and others 2010; Genesee, and others 2006; George Washington University Center for Equity and Excellence in Education 2009; Understanding Language 2013.)

Figure I.2. Values for Educating English Learners

Valuing Language and Culture as Assets: English learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.

Ensuring Equity in Intellectual Richness: English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.

Building Content Knowledge and Language in Tandem: English learners engage in instruction that promotes content and language learning *in tandem* in all disciplines, including ELA, mathematics, social studies, science, the fine arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.

Attending to Specific Language Learning Needs: English learners' content and language learning is fostered when targeted language instruction builds *into* and *from* content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.

Integrating Domains of Communication: English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.

Providing Appropriate Scaffolding: English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.

Evaluating Progress Appropriately: English learners' progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.

Sharing the Responsibility: English learners' positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.

Organization of the Framework

Following this introduction to the framework, chapter 1 provides an overview of both sets of standards and their interrelationships. It introduces five key themes—Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills—that cross cut

the two sets of standards and their components. The themes provide the organizing structure for discussions of the standards in the chapters that follow. Chapter 2 sets forth essential considerations in curriculum, instruction, and assessment necessary for successful implementation of the standards. Chapters 3 through 7 highlight curricular content and selected recommended instructional practices for transitional kindergarten through grade twelve. These chapters are organized by grade spans (TK–1, 2–3, 4–5, 6–8, and 9–12). The grade-level chapters are intended to be read after the introduction and chapters 1 and 2 as this early material provides critical content that is not repeated in each of the grade-level chapters. Chapters 8 through 11 provide guidance on assessment; access and equity; 21st century learning; and professional learning, leadership, and systems of support for student achievement. These chapters, too, are important for understanding the content of the grade-level chapters. Chapter 12 specifies requirements for instructional resources, including print and electronic learning resources. The appendix reiterates this *ELA/ELD Framework's* position regarding the importance of student engagement with rich literature and provides Web sites of outstanding works. A glossary and resources are also provided at the end of the framework.

The grade-level chapters are intended to be read after the introduction and chapters 1 and 2 as this early material provides critical content that is not repeated in each of the grade-level chapters.

Two important considerations regarding the treatment of the standards in this *ELA/ELD Framework* and resulting curriculum and instruction are (1) the complexity of the English language arts, literacy in the content areas, and English language development and the number of standards preclude a comprehensive, detailed analysis of each standard in this document; and (2) although the CA CCSS for ELA/Literacy are mastery standards, meaning that students should achieve (with appropriate levels of text and tasks) the knowledge, skills, and strategies specified in a particular standard by the end of the designated grade, instruction to develop such proficiency is not restricted to a specific grade. Educators and publishers should carefully examine and, as appropriate, address the prerequisite skills and sequence of instruction students need in order to master a standard by the end of the grade. They should also introduce and sequence instruction within and between grades to ensure mastery at least by the end of the grade in which the standard is identified. Educators and publishers should also plan instruction to ensure that knowledge and skills are reinforced and retained in ensuing grades.

Brief snapshots and longer vignettes are included throughout this *ELA/ELD Framework* and are intended to provide glimpses of instruction in ELA/literacy and ELD. These brief examples should not be viewed as prescriptive since the instruction provided in individual classrooms varies in accordance with student needs and the local context.

Conclusion

California is a vibrant and dynamic state with extraordinary global influence and is unsurpassed in its cultural and linguistic resources, yet too many of its children and youth are ill-prepared for the incredible opportunities that await them. The adoption of the CA CCSS in ELA/Literacy and the CA ELD Standards and the development of this *ELA/ELD Framework* represent California's commitment to ensure that all its students receive an education that enables them to take advantage of possibilities, pursue their dreams, and contribute to the well-being of California and the world. The most promising futures await our students—and our society—when we ensure that all individuals acquire strong literacy and language skills in every discipline.

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Overview of the Standards

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The *ELA/ELD Framework* provides guidance on the implementation of two sets of standards: the CA CCSS for ELA/Literacy and the CA ELD Standards. Although two separate documents, these standards are inextricably linked in their conception and realization in California's classrooms. Literacy and language are fundamental elements of every discipline and should be taught in ways that further students' development of their skills, abilities, and knowledge in literacy, language, and the specific area of study. Students who are ELs have the added task of navigating the path toward mastery of academic literacy and content knowledge while simultaneously developing full proficiency in English as an additional language.

This chapter outlines the essential elements of each set of standards and discusses their background, intent, nature, and organization and structure. The chapter concludes with an examination of the interrelationships between the CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>) and the CA ELD Standards (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>). If language arts instruction is provided in a language other than English (e.g., in an alternative bilingual program), instruction in that language should be designed according to the same standards and principles indicated for language arts and literacy instruction in this framework. Some bilingual programs also have a version of the CCSS for the designated language other than

English. For example, the Common Core en Español for Spanish Language Arts and Literacy (<https://commoncore-espanol.sdcoe.net/>) (SDCOE 2013) provides valuable guidance for bilingual programs where Spanish language arts is taught.

In this *ELA/ELD Framework*, five key themes organize the discussion of the CA CCSS for ELA/Literacy and the CA ELD Standards:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

These crosscutting themes signify the interrelated nature of the strands of both sets of standards and present them in an integrated context. They are discussed in greater detail in subsequent sections of this chapter and throughout the framework. See especially chapter 2.

CA CCSS for ELA/Literacy

Background

The development of the CCSS is the result of a multistate effort to establish a shared set of clear educational standards for English language arts and mathematics for voluntary adoption. Led by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), the standards were designed using the best available evidence and the highest state standards from across the country and globe. Created by a diverse group of teachers, experts, parents, and school administrators who represent the aspirations for our children and the realities of the classroom, “these standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. The standards are benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace” (NGA/CCSSO 2010d, Frequently Asked Questions).

... the adoption of the CCSS in 2010 signals a renewed commitment to ensure that all California students gain the skills and knowledge necessary to succeed in a global economy and technology-rich workplace as responsible, actively engaged citizens.

Building on the quality and rigor of California’s 1997 *English–Language Arts Content Standards*, the adoption of the CCSS in 2010 signals a renewed commitment to ensure that all California students gain the skills and knowledge necessary to succeed in a global economy and technology-rich workplace as responsible, actively engaged citizens. With the additions recommended by the

California State Academic Content Standards Commission, the CA CCSS for ELA/Literacy describe the knowledge and skills in reading, writing, speaking, listening,¹ and language that all students need for college and career readiness across academic content areas. These standards, along with the CCSS for Mathematics, the Next Generation Science Standards, and the CA ELD Standards are a part of a

¹ As noted throughout this framework, speaking and listening should be broadly interpreted to include signing and viewing for students who are deaf and hard of hearing whose primary language is American Sign Language (ASL). Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

nationwide movement to ensure that kindergarten through grade twelve students gain the necessary literacy, mathematical, scientific, civic, and English language understandings and practices required in 21st century civic life, higher education, and workplace communities.

According to the NGA Center for Best Practices and the CCSSO, the standards “define the knowledge and skills students should have [mastered] within their K–12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs” (NGA/CCSSO 2010a, About the Standards). Moreover, the standards are designed to provide guidance on *what* students need to know while California and its local education agencies work together to formulate *how* students engage in learning and thereby create an accessible roadmap for teachers, administrators, community members, parents, and students to navigate the pursuit of these important instructional goals.

Moreover, the standards are designed to provide guidance on what students need to know while California and its local education agencies work together to formulate how students engage in learning . . .

Intent of the CA CCSS for ELA/Literacy

The CDE’s 2011 transition plan, *A Blueprint for Great Schools*, expresses the vital importance of the CA CCSS for ELA/Literacy and Mathematics in achieving California’s goals for its students. “The highest performing school systems in the world prepare their students to apply rigorous academic content knowledge to real life situations. The end goal is to foster each student’s ability to create innovative solutions for complex problems and to bring higher levels of economic prosperity and social cohesion. As a result, these students are better able to lead productive and prosperous adult lives. Every California student deserves these same opportunities. In our increasingly complex society, students need to use knowledge in flexible ways, and develop complex reasoning and problem solving skills and abilities to collaborate and communicate in multiple forms” (CDE 2011, 11).

The introduction of the CA CCSS for ELA/Literacy provides a portrait of students who meet the standards. These students “readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digital media. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in

In our increasingly complex society, students need to use knowledge in flexible ways, and develop complex reasoning and problem solving skills and abilities to collaborate and communicate in multiple forms.

language” (CDE 2013a, 2–3).

This portrait, coupled with the following statement of the “Capacities of Literate Individuals” (see also the introduction to this *ELA/ELD Framework*, figure I.1), depicts the capabilities that successful California students will achieve. “As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual. They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and

discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures” (CDE 2013a, 6).

The CA CCSS for ELA/Literacy also advocate that students read widely—interacting with and viewing a broad range of high-quality literary and informational texts and performances—to become broadly literate. This breadth is highlighted by the College and Career Readiness Anchor Standards:

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CDE 2013a, 46).

The attention to the range and content of student reading makes clear the need to entice children to read early with enthusiasm and joy and the need to sustain all learners’ love and passion for reading and language as they build their skill, stamina, and capacities to read and express even more.

The clear continuum of learning from kindergarten to grade twelve outlined by the CA CCSS for ELA/Literacy compels educators to view their instruction as part of each student’s multi-year journey of learning. This longitudinal view is an important aspect in California’s vision to address educational inequities that have persisted in the state. California’s commitment to equity and achievement for all students forms the center of the *Common Core State Standards Systems Implementation Plan for California*, “This system of clear expectations for student achievement promotes educational equity. This equity—ensured through universal access for all students—is the cornerstone to our educational philosophy. It’s from the results of our continuing research for and development of improved programs and instructional techniques that students will actually achieve their true potential for academic success. When this success is attained—when there is no measureable gap between the academic performance levels of student subgroups—we will have achieved true educational equality” (CDE 2013b, 1–2). Moving every student to college and career readiness requires that educators help students make consistent progress along the path articulated by the CA CCSS for ELA/Literacy. This is especially important for students who have stalled in their progress at particular points in their academic careers.

Moving every student to college and career readiness requires that educators help students make consistent progress along the path articulated by the CA CCSS for ELA/Literacy. This is especially important for students who have stalled in their progress at particular points in their academic careers.

New Emphases in the CA CCSS for ELA/Literacy

Three new emphases in the CA CCSS for ELA/Literacy include increased attention to informational text, textual evidence, and text complexity. Often viewed as “shifts” from previous sets of standards, they impact the implementation of the standards, including professional learning, assessment, and curriculum. Drawn from the discussion of the shifts provided by Achieve the Core (Student Achievement Partners 2013), the three emphases are described in the following sections.

Content-Rich Informational Texts

Building knowledge through content-rich nonfiction, supported by realia and authentic experiences, plays an essential role in literacy and in the standards. In kindergarten through grade five, fulfilling the standards requires a 50/50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science, and the arts. The standards in kindergarten through grade five strongly recommend that students build coherent content knowledge both within each year and across years.

In grades six through twelve, ELA classes place much greater attention on a specific category of informational text—literary nonfiction—than has been traditional. Examples include biographies, memoirs, journalism, speeches, and more. In grades six through twelve, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing, which complement hands-on authentic experiences. By grade eight, informational text should represent 55 percent of students’ reading across all subject areas, and by grade twelve it should represent 70 percent. Students’ exposure to informational text is a shared responsibility; especially in grades six through twelve, the bulk of students’ interactions with informational text takes place in the context of rich content learning across the disciplines. To be clear, the standards do require substantial attention to literature throughout kindergarten through grade twelve as half of the required work in kindergarten through grade five and the core of the work of ELA teachers in grades six through twelve.

Building knowledge through content-rich nonfiction, supported by realia and authentic experiences, plays an essential role in literacy and in the standards.

Responding and Arguing from Textual Evidence

The standards place a premium on reading, writing, and speaking grounded in evidence from text, both literary and informational, with students writing to sources. Students use evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, teachers expect students to answer questions that depend on their having read and closely attended to the text or texts. The standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail is essential for effective argumentative and informational writing. Likewise, the reading standards focus on students’ ability to read carefully and grasp information, arguments, ideas and details based on evidence from text. Students should be able to answer a range of *text-dependent* questions; those that require engagement with the text, including questions that demand that students make inferences based on textual evidence.

Complex Texts and Academic Language

The standards necessitate regular practice with complex texts and academic language. Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students should read to be ready for the demands of college and careers. The standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school.

Closely related to text complexity—and inextricably connected to meaning making and effective expression—is a focus on academic language, including general academic vocabulary (words that appear in a variety of content areas, such as *ignite* and *commit*) and domain-specific vocabulary (words that are largely discipline bound, such as *hypotenuse* and *mitosis*).

Similarly, the standards highlight the importance of grammatical structures and usage. In particular, understanding the purposes for using specific grammatical features in particular disciplines and text types and knowing how to use knowledge of grammar to comprehend complex academic texts are emphasized (NGA/CCSSO 2010c, Appendix A). Students gain proficiency with academic language as they read, write, and discuss complex ideas and information and as they use precise language to communicate with one another in the course of engaging learning experiences, including concrete hands-on experiences.

Nature of the CA CCSS for ELA/Literacy

The College and Career Readiness (CCR) Anchor Standards in the strands of Reading, Writing, Speaking and Listening, and Language form the *backbone* or central structure of the standards. “Grade-specific K–12 standards [CCSS] in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR [Anchor] Standards into age- and attainment-appropriate terms” (CDE 2013a, 2). The CCR Anchor Standards define the threshold for readiness as students pursue their postsecondary goals for college and careers. (See figure 1.1 on the next page.)

The cross-disciplinary nature of the standards, exemplified by the specific standards for literacy in history/social studies, science, and technical subjects for grades six through twelve, and the emphasis on informational text across all grades, are unique in the history of standards development.

The standards set expectations not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students learn to read, write, speak, listen, and use language effectively in ELA, so too do they learn the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade six and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking,

listening, and language in their respective fields. It is important to note that the literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them (CDE 2013a, 2).

The cross-disciplinary nature of the standards, exemplified by the specific standards for literacy in history/social studies, science, and technical subjects for grades six through twelve, and the emphasis on informational text across all grades, are unique in the history of standards development. Teachers and school leaders need to engage in an unprecedented level of collaboration and coordination in order to achieve their intent.

Figure 1.1.1. College and Career Readiness Anchor Standards

College and Career Readiness Anchor Standards

READING
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 8. Define and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING
<p>Text Types and Purposes**</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Range of Writing</p> <ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING
<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 4. 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. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE
<p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>Knowledge of Language</p> <ol style="list-style-type: none"> 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 listening. <p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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The **California additions** to the CCSS for ELA/Literacy highlight critical areas of importance for California’s students. The additions reinforce the crucial place of foundational skills in every student’s success in reading. The importance of vocabulary and the need for an organized program to develop every student’s depth of vocabulary in English language arts and across the disciplines are underscored by the additions. Also essential are strong programs that build reading comprehension using texts that represent the variety of content areas and text types, including the rich and culturally diverse contributions of American authors. Formal presentations and writing, as means of effective communication, are crucial for California students as well. These concepts and others are strengthened by the items added to the CA CCSS for ELA/Literacy. In addition, standards added to the language strand require California students to write fluidly and legibly in cursive or joined italics.

Key Themes of the CA CCSS for ELA/Literacy

Several key themes emerge in the examination of the CA CCSS for ELA/Literacy (and also the CA ELD Standards, discussed in a subsequent section of this chapter). These include the importance of meaning making from the earliest grades; the critical role of language—especially academic

Even though the CA CCSS for ELA/Literacy are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the CA CCSS for ELA/Literacy propose an integrated model of instruction in which the processes of communication are closely connected.

language, including vocabulary—in comprehending, composing, communicating, and collaborating; the power of effective expression in oral,² visual, and written forms; the interrelationship between content knowledge and literacy development; and the necessity of mastering the foundational skills of reading early in a child’s academic career. These themes are best cultivated within an integrated, motivating, engaging, respectful, and intellectually challenging learning environment or context that helps students’ achieve the goals of ELA/literacy and ELD instruction: students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century. Even though the CA CCSS for ELA/Literacy are divided into Reading, Writing, Speaking and Listening, and Language

strands for conceptual clarity, the CA CCSS for ELA/Literacy propose an integrated model of instruction in which the processes of communication are closely connected.

An important purpose of this framework is to outline how teachers in California can successfully implement the standards as illustrated in figure 1.2. The outer ring of the figure represents the goals of ELA/ELD programs for all students. The white field identifies context characteristics of high quality instruction for all students as called for by the CA CCSS for ELA/Literacy and other content standards. At the center and core of the figure are the CA CCSS for ELA/Literacy and the key themes they embody: **Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills**. Within that core, the CA ELD Standards provide guidance on supporting ELs to access and achieve the CA CCSS for ELA/Literacy by amplifying those CA CCSS for ELA/Literacy that are most critical for developing advanced levels of English. (See the next section of this chapter for a discussion of the CA ELD Standards and see chapter 2 in this *ELA/ELD Framework* for lengthier discussions of elements of the graphic.)

² For students who are deaf and hard of hearing who use ASL as their primary language, the term *oral* refers to the use of sign language.

Figure 1.2. Circles of Implementation of ELA/Literacy and ELD Instruction



The CA CCSS for ELA/Literacy call for increased rigor of thought and complexity of text; an intertwining of curriculum, instruction, and assessment; increased teacher professionalism and expertise to teach effectively, observe their students carefully, and scaffold student learning; and shared responsibility to integrate content, language, and literacy and to assess student progress and provide tailored instruction so that all students achieve. The CA CCSS for ELA/Literacy also call for rich instruction that skillfully combines related standards, inquiry-based learning, research, analysis of text and media, and use of textual evidence and effective arguments in writing. Through this instruction, students develop “the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new” (CDE 2013a, 3).

Organization and Structure of the CA CCSS for ELA/Literacy

The CA CCSS for ELA/Literacy are organized by strands, which include Reading, Writing, Speaking and Listening, and Language. In Reading, the standards are further divided by domains, including literature, informational text, and foundational skills (kindergarten through grade five only). Literacy standards for Reading and Writing are specified in history/social studies, science, and technical subjects. The sub-headings (or sub-strands) that organize the standards within each strand are consistent across the CCR Anchor Standards and the grade-level and grade-band standards. For example, the sub-strands in Reading are key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity; these appear in all grade levels and grade bands. Figure 1.3 provides an overview of the structure of the standards by strand, domain, sub-strand, and standards.

Figure 1.3. Structure of the CA CCSS for ELA/Literacy

Strand	Domains	Sub-strands	Standards
Reading	Literature (Grades K–12) Informational Text (Grades K–12) Literacy in History/Social Studies (Grades 6–12) Literacy in Science/Technical Subjects (Grades 6–12) <i>Note: References to history/social studies, science, and technical subjects are embedded within the K–5 standards.</i>	Key Ideas and Details	1–3
		Craft and Structure	4–6
		Integration of Knowledge and Ideas	7–9 Standard 8 N/A for Literature
		Range and Level of Text Complexity	10
	Foundational Skills (Grades K–5)	Print Concepts	1 (Grades K–1)
		Phonological Awareness	2 (Grades K–1)
		Phonics and Word Recognition	3 (Grades K–5)
		Fluency	4 (Grades K–5)
Writing	(Grades K–12) Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6–12) <i>Note: References to history/social studies, science, and technical subjects are embedded within the K–5 standards.</i>	Text Types and Purposes	1–3
		Production and Distribution of Writing	4–6 Standard 4 begins in Grade 2
		Research to Build and Present Knowledge	7–9 Standard 9 begins in Grade 4
		Range of Writing	10 Begins in Grade 2
Speaking and Listening	(Grades K–12)	Comprehension and Collaboration	1–3
		Presentation of Knowledge and Ideas	4–6
Language	(Grades K–12)	Conventions of Standard English	1–2
		Knowledge of Language	3 Begins in Grade 2
		Vocabulary Acquisition and Use	4–6
Source California Department of Education. 2012. CCSS: Overview of the Common Core State Standards for California Educators. "The Four Strands." California Common Core State Standards Professional Learning Modules.			

For kindergarten through grade five, a comprehensive set of standards proposes reading, writing, speaking, listening, and language competencies across a range of literary and informational texts, including history/social studies, science, and technical subjects. Even though the CA CCSS for ELA/Literacy at kindergarten through grade five are organized into one set of standards most often taught by one teacher, the skills and knowledge students learn in ELA/literacy are intended to be applied across all content areas. Students learn to comprehend literature and content area texts from the earliest grades and write across a range of genres and subjects.

Recognizing that students in grades six through twelve are most often taught by several teachers, there are two sets of standards: the ELA standards for English language arts teachers and the literacy standards for teachers of history/social studies, science, and technical subjects. Technical subjects are generally defined as all other subject matter, including mathematics, career-technical education, the arts, and world languages. The literacy standards for history/social studies, science, and technical subjects include only the strands of Reading and Writing, although attention to speaking, listening, and language knowledge and use are necessary components of literacy instruction in these content areas.

The structure of the standards is further illustrated by the correspondence of the CCR Anchor Standards to the standards for each grade level or span: kindergarten through grade eight, grades nine and ten, and grades eleven and twelve. For example, CCR Anchor Standard 1 in reading states: “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.” For each grade, Reading Standard 1 addresses the same content as appropriate for the grade or grade band. “Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations” (CDE 2013a, 7). It should be noted that standards represent the content students are to achieve by the **end** of each grade level or grade span.

Figure 1.4 displays the grade-span and grade-level standards that correspond to the CCR Anchor Standard 1 for the Reading strand. The figure displays the CCR Anchor Standard first and then demonstrates how the standard can be mapped backwards through the grades to kindergarten. The Reading strand in this example is further divided by domain: literature, informational text,

history/social studies, and science and technical subjects. Highlighted text indicates the growing sophistication of the standards as they progress through the grades, or in other words, what has been added to a particular grade level. Since all expectations are *new* in kindergarten, the entire standard is highlighted.

Importantly, this presentation of the standards illuminates the vertical articulation of the standards throughout the grades and the role that every grade level plays in supporting students’ progress toward achievement of the CCRs. The presentation also accentuates the cross-disciplinary nature of the domains within the Reading strand and emphasizes the importance of connecting and integrating literacy within and across the disciplines of English language arts, history/social studies, science, and all other technical subjects.

The presentation [figure 1.4] also accentuates the cross-disciplinary nature of the domains within the Reading strand and emphasizes the importance of connecting and integrating literacy within and across the disciplines of English language arts, history/social studies, science, and all other technical subjects.

Figure 1.4. Grade-Specific Standards Corresponding to CCR Anchor Standard 1 for Reading, with New Expectations Highlighted

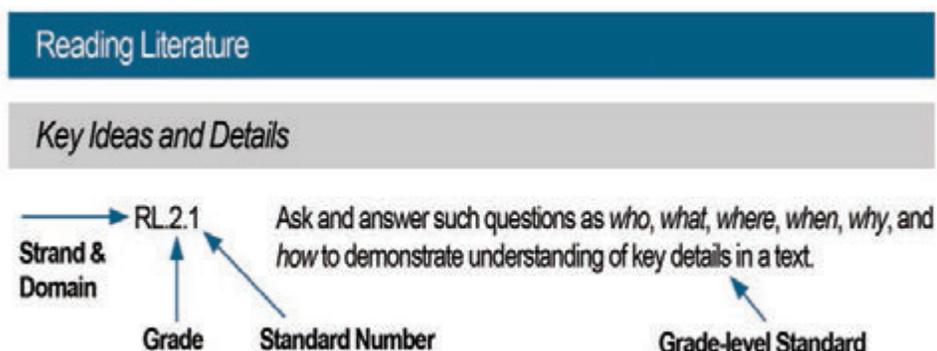
	English Language Arts Standards		Literacy Standards	
	RL	RI	RH	RST
	Reading Literature	Reading Informational Text	Reading in History/ Social Studies	Reading in Science & Technical Subjects
CCR Anchor Standard	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Grades 11–12	RL.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RH.11–12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	RST.11–12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
Grades 9–10	RL.9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RH.9–10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	RH.9–10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Grade 8	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RH.6–8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	RST.6–8.1 Cite specific textual evidence to support analysis of science and technical texts.
Grade 7	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Grade 6	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		

	English Language Arts Standards		Literacy Standards	
	RL	RI	RH	RST
	Reading Literature	Reading Informational Text	Reading in History/ Social Studies	Reading in Science & Technical Subjects
Grade 5	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Embedded within the K–5 standards	Embedded within the K–5 standards
Grade 4	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
Grade 3	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
Grade 2	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
Grade 1	RL.1.1 Ask and answer questions about key details in a text.	RI.1.1 Ask and answer questions about key details in a text.		
Kinder- garten	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	RI.K.1 With prompting and support, ask and answer questions about key details in a text.		
Source Tulare County Office of Education. 2013. <i>California Common Core Standards Learning Progression Guide</i> . Visalia, CA: Tulare County Office of Education. (Highlighting added)				

Numbering and Abbreviations of the CA CCSS for ELA/Literacy

Individual CCR anchor standards are identified by their strand, CCR status, and number (e.g., R.CCR.6). Individual grade-specific standards are identified by their strand, domain (only applicable in reading), grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, Grade 4, Standard 3 and W.5.1a stands for Writing, Grade 5, Standard 1a. California additions to the standards are identified in boldface print followed by the abbreviation CA (CDE 2013a, v). See figure 1.5.

Figure 1.5. Numbering of the CA CCSS for ELA/Literacy



The abbreviations used in the CA CCSS for ELA/Literacy are depicted in figure 1.6.

Figure 1.6. Abbreviations of the CA CCSS for ELA/Literacy

Abbreviation	Strand & Domain	Grade Levels
RL	Reading Standards for Literature	K–12
RI	Reading Standards for Informational Text	K–12
RF	Reading Standards for Foundational Literacy Skills	K–5
RH	Reading Standards for Literacy in History/Social Studies	6–12
RST	Reading Standards for Literacy in Science and Technical Subjects	6–12
SL	Speaking and Listening Standards	K–12
L	Language Standards	K–12
W	Writing Standards	K–12
WHST	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	6–12

CA ELD Standards

Background

The CA CCSS for ELA/Literacy and all other content standards are intended to apply to all students, including ELs, as the developers of the CCSS have stated: “The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This

All ELs must have full access to the types of high-quality curriculum and instruction called for by the CA CCSS for ELA/Literacy and other SBE-adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development.

includes students who are English language learners. However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge” (NGA/CCSSO 2010b, Application of the Standards for English Language Learners).

All ELs must have full access to the types of high-quality curriculum and instruction called for by the CA CCSS for ELA/Literacy and other SBE-adopted content standards (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development. Because they are learning English as an additional language while they are simultaneously learning academic content *through* English, full access to rigorous

content for ELs requires specialized instructional support focused on English language development. This support ensures that ELs maintain steady academic and linguistic progress across the disciplines and varies based on individual ELs’ language learning needs.

To clarify what English language knowledge, skills, and abilities ELs need to engage with and achieve the CA CCSS for ELA/Literacy and other rigorous content standards, new CA ELD Standards were adopted by the SBE in 2012. The CA ELD Standards were designed to support the dual aims of ensuring that all California ELs have full access to intellectually rich academic content across the disciplines and that they simultaneously develop academic English. The CA ELD Standards provide teachers with clear standards that are practical to implement and are based on sound theory, current research, and promising instructional practices.

Notably, the SBE adopted not only the grade-level and grade-span CA ELD Standards, but also companion documents that serve as critical guides to teachers and curriculum developers (CDE 2014, Chapters 1, 2, 4, 5, and 6). The components of the complete CA ELD Standards package include the following:

- English Language Development Proficiency Level Descriptors and Standards
 - Chapter 1: Purposes, Development, and Structure of the California English Language Development Standards
 - Chapter 2: Proficiency Level Descriptors for the California English Language Development Standards
 - Chapter 3: The Standards: Kindergarten Through Grade Twelve
- Professional Learning for Successful Implementation of the California English Language Development Standards
 - Chapter 4: Theoretical Foundations and Research Base of the California English Language Development Standards
 - Chapter 5: Learning About How English Works
 - Chapter 6: Foundational Literacy Skills for English Learners
 - Glossary of Key Terms

The content of the CA ELD Standards package is woven throughout this *ELA/ELD Framework*. The following sections provide further detail on the intent, nature, and organization and structure of the CA ELD Standards.

Intent of the CA ELD Standards

The intent of the CA ELD Standards is to capture the multilayered and complex process of English language development in kindergarten through grade twelve and convey them in ways that are useful for teachers. The CA ELD Standards describe the key knowledge, skills, and abilities in core areas of English language development needed for ELs to engage with and achieve grade-level academic content. They are aligned to the CA CCSS for ELA/Literacy, and they draw attention to the language of the CA CCSS for ELA/Literacy that is particularly critical for ELs to develop in order to understand and successfully use academic English across the disciplines. The CA ELD Standards are not an exhaustive list. Rather, they amplify (magnify and make clear) areas of English language development that are crucial for academic learning.

New Emphases in the CA ELD Standards

Because they are derived from the CA CCSS for ELA/Literacy and from current research and theoretical frameworks, the CA ELD Standards feature several concepts that may represent *shifts* from previous notions of English language development and their use. These concepts influence the implementation of the standards, including professional learning, pedagogy, assessment, and curriculum design.

One concept is that language is seen as a **resource for making meaning**. It is a resource from which students can make specific choices, which vary depending on audience, purpose, topic, and mode of communication. This notion of language suggests that teachers should portray language not as a set of grammatical rules but rather as a powerful resource for achieving specific purposes (e.g., entertaining, persuading, interpreting, explaining). A related concept is that when ELs develop **language awareness**, that is, conscious understandings about how language works to make meaning in different situations, they are better able to comprehend and produce language. The CA ELD Standards position ELs as capable of learning about how English works and of making intentional and deliberate choices about language, depending on their purpose, audience, or topic.

The CA ELD Standards position ELs as capable of learning about how English works and of making intentional and deliberate choices about language, depending on their purpose, audience, or topic.

Another concept from the CA ELD Standards is that, for ELs at all levels of English language proficiency, **meaningful interaction with others and with complex texts** is essential for learning language and learning content. Through collaborative conversations about rich texts and concepts and through deep interactions with complex informational and literary texts, ELs extend both their language and knowledge of the world. A related concept is that ELs learn language and content better through **intellectually challenging** tasks and texts. Learning should occur through meaningful engagement with content-rich texts and tasks, and use of simplified texts should be judicious. Rather than simplifying language, the CA ELD Standards suggest that teachers should *amplify* ELs' access to the language by holding the complexity of tasks and texts constant while providing appropriate scaffolding so that students are sufficiently supported (Walquí and van Lier 2010).

These shifts represent important implications for instruction, the use of instructional materials, and the ways in which teachers observe and assess their students' content and language development. Chapter 2 and the remainder of this *ELA/ELD Framework* provide specific recommendations for instruction, assessment, and curriculum based on the CA ELD Standards.

Using the CA ELD Standards

The CA ELD Standards are designed to be used *in tandem* with the CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for ELs. They should be used strategically by *all teachers with ELs in their classrooms* during content instruction (e.g., English language arts, science, history, mathematics). In other words, teachers should use grade-level CA CCSS for ELA/Literacy and other content standards as the focal standards for content instruction, *and* they should also use the CA ELD Standards to ensure that ELs are fully supported to access rich content knowledge and develop academic English across the disciplines. The term for this use of the CA ELD Standards throughout the day in all content areas to support ELs' academic and linguistic development is **integrated ELD**.

The CA ELD Standards are designed to be used in tandem with the CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for ELs.

In addition, the CA ELD Standards should be used as the focal standards for **designated ELD** instruction, which is a protected time during the school day when teachers use the CA ELD Standards to attend to ELs' particular English language development needs. Ideally, students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging; see subsequent section in this chapter). Schools, however, need to consider their particular student population (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping. Designated ELD instruction should support ELs in developing the English language knowledge and abilities needed to be successful in content instruction. Importantly, designated ELD should build *into* and *from* content instruction.

The reciprocal relationship between integrated and designated ELD and the central position of content knowledge and language development in both types of ELD instruction ensures that all ELs are optimally supported for school success. Through the coordinated application of standards, California educators help their EL students accomplish the vision and goals outlined in the introduction of this *ELA/ELD Framework*. The relationship between integrated and designated ELD is illustrated by the vignettes in the ELA and ELD in action sections of the grade-level chapters in the framework. See figure 1.7 for brief definitions and see chapter 2.

Figure 1.7. Integrated and Designated ELD

Both integrated and designated ELD are provided to English learners.

Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

Nature of the CA ELD Standards

The CA ELD Standards are derived from and intended to amplify the CA CCSS for ELA/Literacy, and therefore they emphasize the same cross-disciplinary and meaningful interactions with complex texts and intellectually-rich tasks called for in the CA CCSS for ELA/Literacy—with one critical nuance. The CA ELD Standards represent California's commitment to ensuring that all EL students fully access high-quality curricula as they simultaneously maintain steady progress toward developing advanced levels of English. The CA ELD Standards are built upon three critical premises:

- Using English purposefully
- Interacting in meaningful ways
- Understanding how English works

These premises inform how instruction for ELs is shaped. Figure 1.8 displays the premises and portrays the interrelationship between the CA ELD Standards and the CA CCSS for ELA/Literacy.

As described when presented as figure 1.2, the outer ring of the figure on the left represents the overarching goals of ELA/literacy and ELD programs for all students. The white field illustrates context characteristics of high-quality instruction for all students. The center and core of the figure represents how the CA ELD Standards are both nested within and amplify the CA CCSS for ELA/Literacy. Both sets of standards integrate reading, writing, speaking, listening, and language as expressed in the key themes of Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. Depicted on the right are the key premises, or instructional aims, of the CA ELD Standards—using English purposefully, interacting in meaningful ways, and understanding how English works. These premises, explained in the following paragraphs and illustrated in the grade-level chapters, correspond with and amplify the CA CCSS for ELA/Literacy.

Figure 1.8. Three Premises of the CA ELD Standards



Using English purposefully is an essential reflection of the CA ELD Standards, which call for a comprehensive and integrated approach to language and literacy instruction that artfully integrates reading, writing, speaking, listening, and language awareness.

In short, ELs learn to use English intentionally to make meaning and engage effectively in different tasks (e.g., retelling a story, writing an argument, participating in a debate). Using English purposefully is reflected in all three parts of the CA ELD Standards.

In this instructional environment, ELs learn that language is a resource for making meaning and that there are different purposes for using English, such as describing, explaining, persuading, and retelling. English learners learn to make informed choices about using different language resources in English (such as vocabulary, grammatical structures, text organization) based on discipline, topic, audience, task, and purpose. They learn to make these choices in order to meet the expectations of academic learning in different content areas. In short, ELs learn to use English intentionally to make meaning and engage effectively in different tasks (e.g., retelling a story, writing an argument, participating in a debate). Using English purposefully is reflected in all three parts of the CA ELD Standards.

The focus on **interacting in meaningful ways** in the CA ELD Standards ensures that ELs engage with intellectually challenging content, complex texts, and other learning experiences as they develop academic English. Academic English broadly refers to the type of English used in school through which students develop content knowledge and convey their understanding of this knowledge. (See chapter 2 in this *ELA/ELD Framework*.)

Developing knowledge across the disciplines is essential for learning academic English, and this development occurs through rich and meaningful *language* interactions: collaborating with others, interpreting meaning from texts and conversations (and other active listening tasks), and producing meaningful messages. From this perspective, meaningful interaction with others and with intellectually challenging content texts and tasks (including interacting in hands-on project based learning experiences) are essential for both language and content knowledge development. This premise calls for instruction that emphasizes interaction, collaboration, comprehension, and communication, along with strategic teacher scaffolding and specific attention to language.

The CA ELD Standards emphasize the importance of knowledge of language, or language awareness, as a critical element of language development—including understandings about how to organize and structure different texts types, how to expand and enrich ideas, and how to connect and condense ideas. Just as rich content knowledge is critical to developing language, language knowledge is a resource for academic learning across the content areas. In order to make informed and appropriate linguistic choices when using English across the disciplines, ELs should learn **how English works** to make meaning in different disciplines and for different audiences.

These three premises echo the call in the CA CCSS for ELA/Literacy for the use of complex texts and intellectually challenging tasks—with *content* integral to language learning—for students at *all* levels of English language proficiency.

Therefore, content instruction should be expected to support the development of English as an additional language (integrated ELD) as specified in the CA CCSS for ELA/Literacy and the CA ELD Standards. At the same time, designated ELD instruction should build

*In order to make informed and appropriate linguistic choices when using English across the disciplines, ELs should learn **how English works** to make meaning in different disciplines and for different audiences.*

into and from content instruction in ELA and the other disciplines so that ELs develop the language needed to interact meaningfully in the content areas. Examples of this type of instruction are provided in the grade-level chapters in this framework (chapters 3–7).

Goal and Critical Principles for ELD

The CA ELD Standards describe the knowledge, skills, and abilities in English as an additional language that are expected at each grade level (kindergarten through grade eight) or grade span (grades nine and ten; grades eleven and twelve) at each of three English language proficiency levels: Emerging, Expanding, and Bridging. Children in transitional kindergarten make progress toward the kindergarten standards. The standards make clear the goal established for all ELs in California and the “Critical Principles for Developing Language and Cognition in Academic Contexts” (hereafter, critical principles) that all California educators consider when designing and implementing instruction for ELs, as depicted in figure 1.9.

Figure 1.9. CA ELD Standards Goal and Critical Principles

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

These critical principles are further detailed in statements (shown in figure 1.10) organized into three broad categories. These categories are useful for guiding instructional planning and observing student progress: “Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills.” Each numbered critical principle statement, similar to the CCR Anchor

Standards of the CCSS for ELA/Literacy, corresponds to a grade-level or grade-span CA ELD Standard, which defines more specifically what ELs should be able to do at each grade level and grade span across three English language proficiency levels: Emerging, Expanding, and Bridging.

Figure 1.10. Critical Principle Statements

Part I: Interacting in Meaningful Ways

- A. **Collaborative** (engagement in dialogue with others)
 - 1. Exchanging information and ideas via oral communication and conversations
 - 2. Interacting via written English (print and multimedia)
 - 3. Offering opinions and negotiating with or persuading others
 - 4. Adapting language choices to various contexts
- B. **Interpretive** (comprehension and analysis of written and spoken texts)
 - 5. Listening actively or asking or answering questions about what was heard
 - 6. Reading closely and explaining interpretations and ideas from reading
 - 7. Evaluating how well writers and speakers use language to present or support ideas
 - 8. Analyzing how writers use vocabulary and other language resources
- C. **Productive** (creation of oral presentations and written texts)
 - 9. Expressing information and ideas in oral presentations
 - 10. Writing literary and informational texts
 - 11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
 - 12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

Structuring Cohesive Texts

- 1. *Understanding text structure* and organization based on purpose, text type, and discipline
- 2. *Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows

Expanding and Enriching Ideas

- 3. *Using verbs and verb phrases* to create precision and clarity in different text types
- 4. *Using nouns and noun phrases* to expand ideas and provide more detail
- 5. *Modifying to add details* to provide more information and create precision

Connecting and Condensing Ideas

- 6. *Connecting ideas* within sentences by combining clauses
- 7. *Condensing ideas* within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills

While there are no standards for Part III, this part signals to teachers that they will need to consider particular background characteristics of their K–12 ELs (e.g., age, native language, native language writing system, schooling experience, and literacy experience and proficiency) when designing, teaching, and monitoring foundational literacy skills.

While slight variations in the critical principle statements may exist depending on the grade level or span (e.g., the use of the word *composing* in kindergarten in addition to *writing*), these principles distill the knowledge, abilities, and skills that all ELs should develop in school.

English Language Proficiency Levels

The CA ELD Standards depict English language development as a continuum of increasing proficiency in language learning and use. The standards begin with the idea that all EL children and youth come to school with primary language resources and then progress through relatively predictable stages of language development as a result of their schooling and other experiences. After they have reached proficiency in English, former ELs continue to engage in lifelong language learning, as do all language users (including native speakers of English), and require instruction that attends to their language learning needs. The three English language proficiency levels—Emerging, Expanding, and Bridging—represent three general stages of English language development and describe the knowledge about English and the skills and abilities that students develop as they gain increasing proficiency in English. The standards' statements describe *outcome expectations* for how well students can understand and use the English language at each English language proficiency level as they continue to build on existing language skills and knowledge.

The CA ELD Standards emphasize that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring English, as long as they are provided appropriate language support. The highest English language proficiency level—Bridging—represents a student's readiness to be successful with the demands of the CA CCSS for ELA/Literacy *with minimal support*. However, the *extent of support students need varies depending on the familiarity and complexity of the task and topic*. Three general levels of support are identified in some of the grade-level/grade-span standards: *substantial*, *moderate*, and *light*. These general levels of support signal the extent of scaffolding most likely needed for students at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level. Figure 1.11 depicts the ELD continuum and the way that scaffolding is represented in the CA ELD Standards. (A discussion of scaffolding is provided in chapter 2 of this *ELA/ELD Framework*. A discussion of proficiency level descriptors is provided in chapter 2 of the *California English Language Development Standards: Kindergarten Through Grade 12* [2014].)

The CA ELD Standards emphasize that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring English, as long as they are provided appropriate language support.

Figure 1.11. English Language Proficiency Levels and General Extent of Support

Student Capacities	English Language Development Proficiency Level Continuum			Lifelong Language Learning
	→Emerging	→Expanding	→Bridging→	
<p>Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.</p>	<p>English learners enter the Emerging level having limited receptive and productive English skills.</p> <p>As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p> <p>Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts</p>	<p>As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p> <p>Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p>	<p>As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.</p> <p>Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</p>	<p>Students who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.</p>

Student Capacities	English Language Development Proficiency Level Continuum			Lifelong Language Learning
	→Emerging	→Expanding	→Bridging→	
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support, depending on the linguistic and cognitive demand of the task.	General Extent of Support			
	Substantial Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	Moderate Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.	Light Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.	Occasional Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English.

English learners may demonstrate varying levels of English language proficiency on different CA ELD Standards. For example, while a student may demonstrate that she or he is at the Bridging level in contributing to discussions, she or he may be at the Expanding level in explaining ideas based on close readings of texts.

Organization and Structure of the CA ELD Standards

Each set of grade-level (kindergarten through grade eight) or grade-span (grades nine and ten, eleven and twelve) standards contain two main sections.

Section 1 describes the goal and critical principles for developing language and cognition in academic contexts (described earlier in this chapter as goals and critical principles for ELD) and provides a preview of the detailed grade-level standards in section 2. Section 1 is generally consistent across all grades, with some variations in terminology to indicate relevant differences.

Section 2 contains the grade-level or grade-span standards, with outcome expectations at each proficiency level: Emerging, Expanding, Bridging.

Section 2 informs teachers' instructional planning and evaluation of student progress. It is organized by the three interrelated areas of learning English as an additional language:

- Part I: "Interacting in Meaningful Ways"
- Part II: "Learning About How English Works"
- Part III: "Using Foundational Literacy Skills"

Part I: "Interacting in Meaningful Ways" provides standards that set expectations for ELs to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines. The standards in Part I are enacted in three *communicative modes* through which students develop and apply their knowledge and skills of the English language: *collaborative* (engagement in dialogue with others), *interpretive* (comprehension and analysis of written and spoken texts), and *productive* (creation of oral presentations and written texts).

Part II: "Learning About How English Works" focuses on ways in which ELs build awareness about English resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve ELs' ability to comprehend and produce academic texts in various content areas. The standards in Part II cluster within three language processes: *structuring cohesive texts*, *expanding and enriching ideas*, and *connecting and condensing ideas*.

Part III: "Using Foundational Literacy Skills" does not provide standards but instead signals to teachers at all grades the potential need to provide specialized English foundational skills instruction to ELs. This specialized instruction is designed by adapting, in particular, the Reading Standards for Foundational Skills (K–5) in the CA CCSS for ELA/Literacy based on a variety of factors, including an individual EL student's age, similarities and differences between the student's primary language and English, the student's primary literacy proficiency, and the student's oral and written proficiency in English. Since the Reading Standards for Foundational Skills are intended to guide instruction for students in kindergarten through grade five, these standards also need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs at the secondary level, including the need to teach foundational literacy skills in an accelerated time frame. Additional guidance on adapting foundational skills instruction for ELs is provided in chapters 2–7.

Because content and language are inextricably linked, the three parts of the CA ELD Standards—"Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Literacy Skills"—are complementary and interrelated dimensions of what should be addressed in a robust instructional program for ELs. Parts I and II are intentionally presented separately in order to call attention to the need for *both* a focus on meaningful interaction *and* a focus on building knowledge about the linguistic features of English. However, Parts I and II should be used in tandem.

... the CA ELD Standards are organized with the focus on meaningful interaction first and the focus on knowledge about the English language and how it works afterward.

Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specifics about how language is structured, the CA ELD Standards are organized with the focus on meaningful interaction first and the focus on knowledge about the English language and how it works afterward. The expectations communicated in the standards assume that ELs are provided with an appropriately designed curriculum, effective instruction, and strategic levels of scaffolding as they progress through the ELD continuum. Figure 1.12 provides an overview of the structure of the CA ELD Standards.

Figure 1.12. Structure of the CA ELD Standards

Section 1: Goal, Critical Principles, and Overview		
<p>Goal: This articulates the vision California has for all English learners.</p>		
<p>Critical Principles for Developing Language and Cognition in Academic Contexts: This emphasizes the three general areas teachers need to focus on when planning instruction for ELs and observing their progress. These areas are elaborated upon, by English language proficiency level, in section 2.</p>		
<p>Part I: Interacting in Meaningful Ways Part II: Learning About How English Works Part III: Using Foundational Literacy Skills</p>	<p><i>Corresponding CA CCSS for ELA/Literacy</i></p>	
Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts		
Part I: Interacting in Meaningful Ways		
Communicative Mode	Critical Principles Addressed (by English language proficiency level)	Standard Number
<p>Collaborative</p>	<ul style="list-style-type: none"> • Exchanging information/ideas • Interacting via written English • Supporting opinions and persuading others • Adapting language choices 	<p>1–4</p>
<p>Interpretive</p>	<ul style="list-style-type: none"> • Listening actively • Reading/viewing closely • Evaluating language choices • Analyzing language choices 	<p>5–8</p>
<p>Productive</p>	<ul style="list-style-type: none"> • Presenting • Writing • Justifying/arguing • Selecting language resources 	<p>9–12</p>
Part II: Learning About How English Works		
Language Process	Critical Principles Addressed (by English language proficiency level)	Standard Number
<p>Structuring Cohesive Texts</p>	<ul style="list-style-type: none"> • Understanding text structure • Understanding cohesion 	<p>1–2</p>
<p>Expanding and Enriching Ideas</p>	<ul style="list-style-type: none"> • Using verbs and verb phrases • Using nouns and noun phrases • Modifying to add details 	<p>3–5</p>
<p>Connecting and Condensing Ideas</p>	<ul style="list-style-type: none"> • Connecting ideas • Condensing ideas 	<p>6–7</p>
Part III: Using Foundational Literacy Skills		
<p>This part contains no standards but signals teachers that ELs at all grades require particular instructional considerations for learning foundational literacy skills in English.</p>		

Section 2 presents the grade-level and grade-span standards across the range of proficiency. See chapter 3 of the *California English Language Development Standards: Kindergarten Through Grade 12* (CDE 2014) for the actual layout of the standards. Each page includes a column on the left, Texts and Discourse in Context. This column provides critical information for instructional planning, curriculum design, and assessment. (See figure 1.13.)

Figure 1.13. Texts and Discourse in Context Snapshot³

<p>Part I, Strands 1–4, corresponding to the CA CCSS for ELA/Literacy</p> <ol style="list-style-type: none">1. SL.5.1, 6; L.5.1, 3, 62. W.5.6; L.5.1, 3, 63. SL.5.1, 6; L.5.1, 3, 64. W.5, 4–5; SL.5.1, 6; L.5.1, 3, 6 <p>Purposes for using language include but are not limited to Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.</p> <p>Literary text types include but are not limited to Stories (e.g., fantasy, legends, fables), drama (e.g., readers’ theater), poetry, retelling a story, and so on.</p> <p>Audiences include but are not limited to Peers (one to one) Small group (one to a group) Whole group (one to many)</p>

This Texts and Discourse in Context element of the standards reminds teachers that language is a complex, meaning-making resource to be fostered via intellectually challenging, interactive, and dialogue-rich learning environments that are focused on both content knowledge and language development. *Texts* can be written, spoken, or multimodal, and in print or digital forms. *Discourse* is, in broad terms, communication of meaning in any modality (e.g., spoken, written, visual, multimodal). The language choices students make, including which vocabulary and grammatical resources to use, are influenced by *context*, which includes the purpose for communicating, audience, text type, and content area. This column highlights variables teachers need to consider when designing and implementing instruction for ELs. The elements in the Texts and Discourse in Context column include the following:

- *Corresponding CA CCSS for ELA/Literacy*: The corresponding CA CCSS for ELA/Literacy are provided so that teachers see the interconnected nature of the CA CCSS for ELA/Literacy and CA ELD Standards.

³ The *strands* correspond to the “Critical Principle Statements.” Note that the corresponding CA CCSS for ELA/Literacy change depending on the particular CA ELD Standards in focus, the texts and tasks used, and individual student needs.

- *Purposes for Using Language*: This lists some of the purposes for using language that are featured prominently in the CA CCSS for ELA/Literacy, and correspondingly, in the CA ELD Standards. Teachers support ELs in developing an awareness of these purposes as they progress in language proficiency and through the grades.
- *Text Types*: Provided in the CA CCSS for ELA/Literacy, each text type has particular language features, based on discipline, content, purpose, and audience. Teachers help ELs develop an awareness of the differences between and language patterns within text types as they progress through the grades. Informational text types are presented first in order to emphasize their importance in college and career readiness, as well as in developing content knowledge.
- *Audiences*: As they progress through the grades and use language in different ways, ELs need to consider their audience, which could be a peer in a one-to-one conversation about a social topic, a group of peers engaged in an academic conversation (one-to-group), or an academic oral presentation or written task (one-to-many), as well as other types of audiences.

The structure of the grade-level CA ELD Standards conceptualizes the standards (in section 2) as the elaboration of the critical principle statements (in section 1) for each grade level and grade span and English language proficiency level (Emerging, Expanding, Bridging). For example, critical principle statement 10 for all grade levels is: “Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology” (note that “composing” is included at kindergarten). At each grade, this critical principle statement corresponds to Part I, Standard 10, which addresses the same content as appropriate for the grade level or grade span. Figure 1.14 displays the grade-span and grade-level CA ELD Standards that correspond to Critical Principle Statement 10. The chart displays the critical principle statement first and then demonstrates how the standard can be mapped backwards through selected grades to kindergarten. The highlighted text indicates the growing sophistication of the standards as they progress through the grades and across English language proficiency levels, or in other words, what has been added to a particular grade level or span or to a proficiency level (Emerging, Expanding, Bridging) across the ELD continuum.

As they progress through the grades and use language in different ways, ELs need to consider their audience, which could be a peer in a one-to-one conversation about a social topic, a group of peers engaged in an academic conversation (one-to-group), or an academic oral presentation or written task (one-to-many) as well as other types of audiences.

Figure 1.14. Selected CA ELD Standards – Part 1, Standard 10 (Writing)

Critical Principle Statement:	Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.			
Grade	English Language Development Continuum			CA CCSS for ELA/Literacy
11–12	<p>a) Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a) Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a) Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and register.</p> <p>b) Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p>W.11–12, Standards 1–10</p> <p>WHST.11–12, Standards 1–2, 4–10</p> <p>L.11–12, Standards 1–6</p>
8	<p>a) Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a) Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a) Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p>W.8.1–10</p> <p>WHST.8.1–2, 4–10</p> <p>L.8.1–6</p>

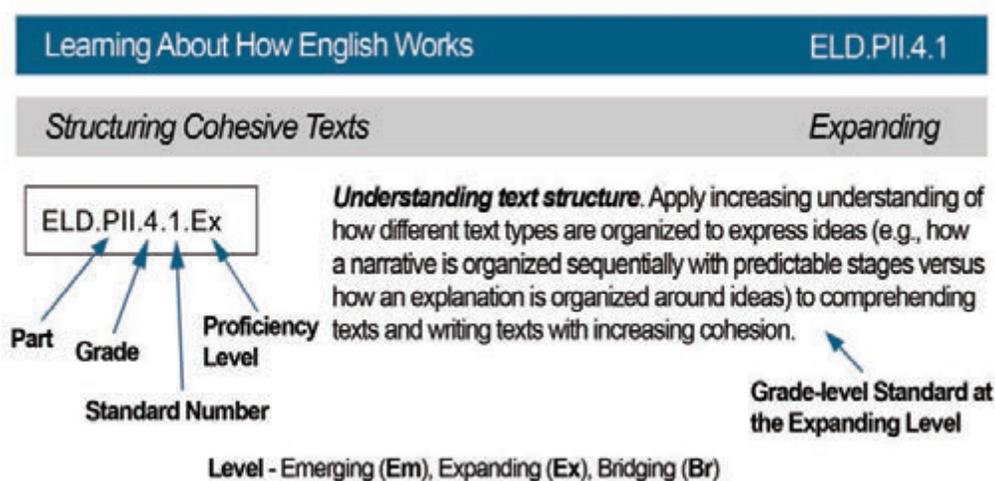
Critical Principle Statement:	Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.			
Grade	English Language Development Continuum			CA CCSS for ELA/Literacy
5	a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a) Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	W.5.1–10 L.5.1–3, 6
2	Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	W.2.1–8, 10 L.2.1–3, 6
K	Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.	W.K.1–3, 5–8 L.K.1–2, 6

As is the case with the CA CCSS for ELA/Literacy, the language of particular standards across grade levels and spans or proficiency levels may be very similar or even the same. This consistency and continuity across grade levels is intentional: the complexity of texts and tasks increases as students progress through the grades. The consistency and continuity across the ELD continuum is also intentional: ELs at all proficiency levels are expected to engage in the same level of cognitive rigor, although the amount or nature of scaffolding may differ.

Numbering and Abbreviations of the CA ELD Standards

Individual grade-level and grade-span CA ELD Standards are identified first by ELD (in order to distinguish them from the CA CCSS for ELA/Literacy), followed by their part, grade level, number (or number and letter, where applicable), and proficiency level (if applicable) so that ELD.PII.4.1.Ex for example, stands for ELD Standards, Part II: Learning About How English Works, Grade 4, Standard 1, Expanding level. See figure 1.15.

Figure 1.15. Numbering of the CA ELD Standards



Interrelationship of the CA CCSS for ELA/Literacy and the CA ELD Standards

As stated throughout this chapter, the CA CCSS for ELA/Literacy and ELD Standards are inextricably linked. The two sets of standards intersect and connect with one another across the multiple dimensions of language, literacy, and content knowledge. The two sets of standards also promote the fundamental integration of reading, writing, speaking, and listening while highlighting the role of language in each of these communicative acts. The CA CCSS for ELA/Literacy serve as the foundation for the CA ELD Standards, which amplify the language necessary for the development of advanced English and academic success across the disciplines. The key themes of Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills crosscut both sets of standards and are used to organize discussions of the standards throughout this *ELA/ELD Framework*.

Although presented separately, the Language strands in the CA CCSS for ELA/Literacy and Part II of the ELD Standards, "Learning About How English Works," are not meant to be used in isolation. Instead, they are intended to overlay the other strands/parts of both sets of standards. The focus on understanding how English works in Part II of the CA ELD Standards is *integral to* and *inseparable*

from ELs' development of meaning making and purposeful interaction as delineated in Part I of the CA ELD Standards: "Interacting in Meaningful Ways." Similarly both Parts I and II interconnect with all the strands of Reading, Writing, Speaking and Listening, and Language. The reciprocal nature of the CA CCSS for ELA/Literacy and the CA ELD Standards is further demonstrated by the ways in which the standards echo one another. The CA CCSS for ELA/Literacy and CA ELD Standards do not correspond on a one-to-one basis, but rather many CA CCSS for ELA/Literacy connect across many CA ELD Standards and vice versa, as the following Grade 5 CA ELD Standards example in figure 1.16 illustrates.

Figure 1.16. Many-to-Many Correspondences between Grade 5 CA CCSS for ELA/Literacy and CA ELD Standards

Grade 5 CA CCSS for ELA/Literacy	Grade 5 CA ELD Standards Part II: Learning About How English Works Structuring Cohesive Texts, Strands 1 & 2		
	Emerging	Expanding	Bridging
<p>RL.5.5; RI.5.5; W.5.1–5; SL.5.4 RL.5.5; RI.5.5; W.5.1–4; SL.5.4; L.5.1,3</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped . . .</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented. (See similar cohesion expectations in W.5.2 and W.5.3)</p> <p>W.5.4 Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience . . .</p>	<p>1. Understanding text structure Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.</p> <p>2. Understanding cohesion a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p>	<p>1. Understanding text structure Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.</p> <p>2. Understanding cohesion a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p>	<p>1. Understanding text structure Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.</p> <p>2. Understanding cohesion a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p>

Grade 5 CA CCSS for ELA/Literacy	Grade 5 CA ELD Standards Part II: Learning About How English Works Structuring Cohesive Texts, Strands 1 & 2		
	Emerging	Expanding	Bridging
<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically . . .</p> <p>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore) . . .</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . . .</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however</i>) to comprehending texts and writing cohesive texts</p>

The relationship of English language arts and literacy, English language development, and the disciplines is interdependent; content knowledge grows from students’ knowledge of language and their ability to understand and use particular discourse practices, grammatical structures, and vocabulary while reading, writing, speaking, and listening to accomplish their disciplinary goals. Similarly, as ELs delve deeper into the ways in which meaning is conveyed in the content areas, their knowledge of how language works and their ability to make informed linguistic choices also grows. Both sets of standards illustrate the reciprocal and inextricable relationship among knowledge, literacy, and language. Accordingly, California teachers of all students, and especially ELs, have an opportunity to make explicit how language is used powerfully to achieve particular purposes in particular disciplines.

This does not mean that content teachers should become linguists or that ELD specialists should become content experts. Rather, content teachers need to know enough about language to support their ELs at different English language proficiency levels so that ELs maintain a steady trajectory along the ELD continuum. This also means that ELD teachers and EL specialists need to know enough about content to ensure that ELs are developing the language of the

The relationship of English language arts and literacy, English language development, and the disciplines is interdependent; content knowledge grows from students’ knowledge of language and their ability to understand and use particular discourse practices, grammatical structures, and vocabulary while reading, writing, speaking, and listening to accomplish their disciplinary goals.

disciplines and of specific disciplinary topics in order to be successful in their core content coursework. This approach to teaching and learning necessarily requires educators to collaborate with one another to ensure that all students, but especially ELs, receive instruction that is rigorous, comprehensive, and robust in terms of content knowledge, disciplinary literacy, and language. Different approaches to collaboration are illustrated throughout this framework, and a few ideas follow:

- A high school English teacher asks the school's ELD teacher to help her identify some of the language that will be challenging to her EL students in the novel students will be reading. She wants to call attention to the language during instruction, and she asks the ELD teacher for ideas on how to approach this. The ELD teacher asks the English teacher to help her understand the content of the novel better, including the major themes students should discern, so she can support her beginning EL students to better understand them during designated ELD time. The teachers agree to use similar structures for collaborative conversations in their classrooms in order to reinforce the importance of academic discussions.
- A middle school interdisciplinary team works together to focus on general academic and domain-specific vocabulary across the disciplines, with varying degrees of emphasis in each content area. The science teacher introduces the domain-specific words in a class reading of a complex informational text, and the English teacher teaches the general academic words in a rereading of the text. The social studies/history teacher conducts a debate using the content of the reading and prompts her students to use the words as they debate. The mathematics teacher uses the words in a word problem. At the end of the week, the English teacher asks her students to write a response to a debatable question, using the words and evidence from the text read that week in their arguments.
- During their grade-level collaboration time, elementary teachers work together to plan science lessons using the CA ELD Standards as a guide to provide strategic language support to their ELs at different English language proficiency levels. Together, they plan integrated science/ELA lessons with integrated ELD and designated ELD lessons that specifically focus on the language of the science content by English language proficiency level.

The remainder of this *ELA/ELD Framework* explicates the CA CCSS for ELA/Literacy and CA ELD Standards by grade level and grade span level, including the ways in which the standards work together for specific purposes. This framework also provides numerous examples to illustrate ways in which schools and teachers can best organize instruction for powerful teaching and learning for all students in order to achieve the ambitious and important goals set forth in this *ELA/ELD Framework*.

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Essential Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment

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91	Foundational Skills
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91	Intentional Teaching
91	Models of Instruction
92	Inquiry-Based Learning
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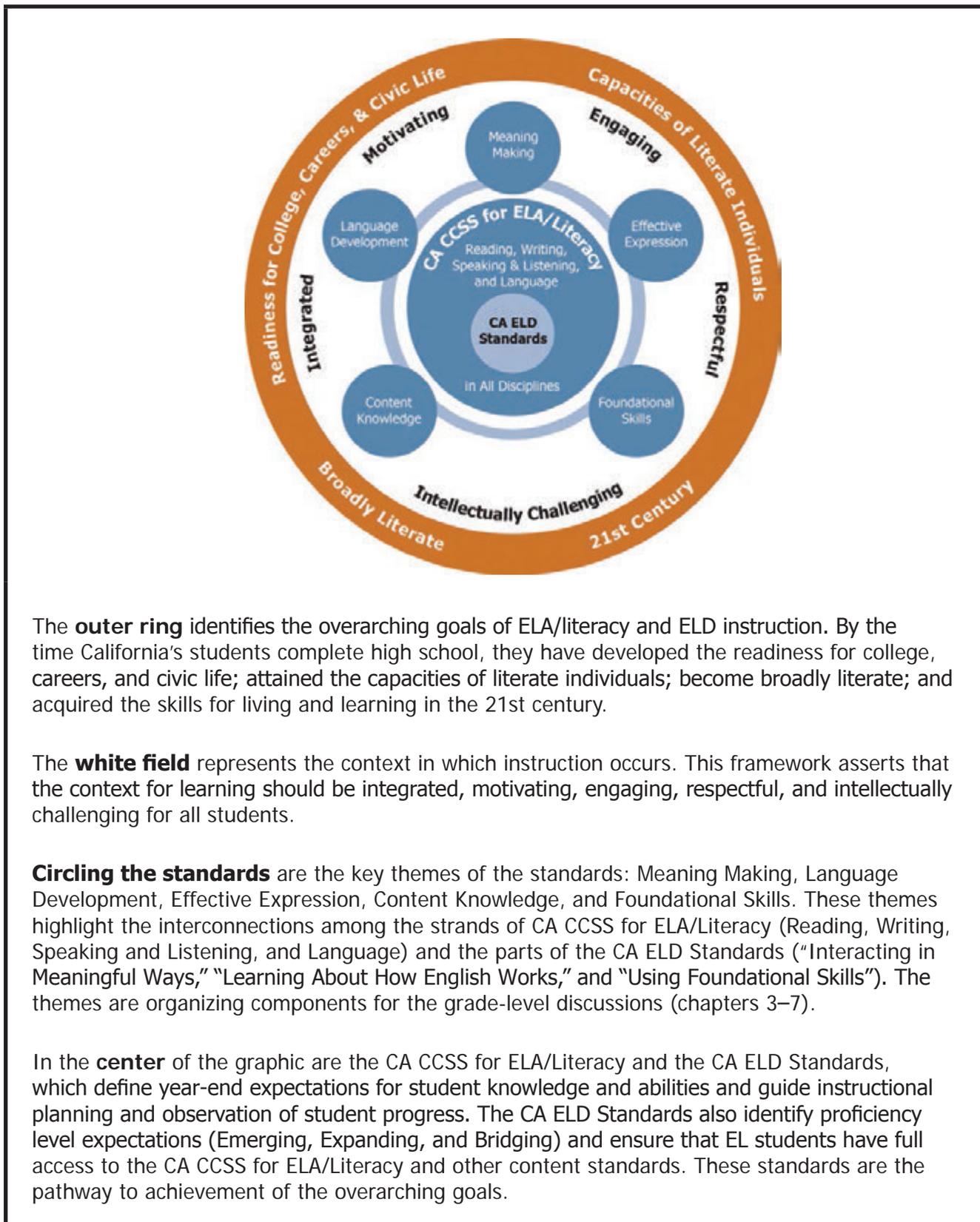
Page	Chapter at a Glance (cont.)
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94	Supporting Students Strategically
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96	Using Assessment to Inform Instruction
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The purpose of chapter 2 is to address essential considerations for curriculum, instruction, and assessment in English language arts, disciplinary literacy, and English language development that set the stage for the remaining chapters of this *ELA/ELD Framework*. These essential considerations draw upon research and theory and reflect important beliefs about the ELA/literacy and ELD programs envisioned for California’s students. These considerations are introduced in this chapter and then referenced in the framework, as appropriate, in grade-level and other chapters.

The foundations for this discussion are established in the introduction to this *ELA/ELD Framework*, which outlines the vision for ELA/literacy and ELD instruction for students and discusses the purpose of this framework, and in chapter 1, which explicates the standards guiding California’s ELA/literacy and ELD curriculum, instruction, and assessment: the CA CCSS for ELA/Literacy and the CA ELD Standards. This chapter expands these discussions and previews several important concepts to provide context for the chapters that follow. Chapters 3–7 provide grade-span and grade-level guidance for curriculum and instruction based on the CA CCSS for ELA/Literacy and CA ELD Standards at those levels. Chapters 8–11 provide detailed guidance in specialized areas, including assessment, access and equity for California’s diverse learners, 21st century learning, and professional learning, leadership, and systems of support for student achievement.

This chapter contains five major sections. The first three sections discuss the major elements of the “Circles of Implementation” graphic displayed in figure 2.1: goals, context, and themes of ELA/literacy and ELD instruction. These are followed by sections on approaches to teaching and learning and English language development. Some subsections are brief because they are addressed more fully in subsequent chapters; others are lengthy and are referenced often in subsequent chapters.

Figure 2.1. Circles of Implementation of ELA/Literacy and ELD Instruction



The **outer ring** identifies the overarching goals of ELA/literacy and ELD instruction. By the time California’s students complete high school, they have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century.

The **white field** represents the context in which instruction occurs. This framework asserts that the context for learning should be integrated, motivating, engaging, respectful, and intellectually challenging for all students.

Circling the standards are the key themes of the standards: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes highlight the interconnections among the strands of CA CCSS for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the CA ELD Standards (“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Skills”). The themes are organizing components for the grade-level discussions (chapters 3–7).

In the **center** of the graphic are the CA CCSS for ELA/Literacy and the CA ELD Standards, which define year-end expectations for student knowledge and abilities and guide instructional planning and observation of student progress. The CA ELD Standards also identify proficiency level expectations (Emerging, Expanding, and Bridging) and ensure that EL students have full access to the CA CCSS for ELA/Literacy and other content standards. These standards are the pathway to achievement of the overarching goals.

Goals of ELA/Literacy and ELD Instruction

This *ELA/ELD Framework* establishes four overarching and overlapping goals for ELA/literacy and ELD instruction. These goals call for California's students, by high school graduation, to have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century. See figure 2.1.

Develop the Readiness for College, Careers, and Civic Life

Preparing students for college, careers, and civic life is a multilayered and complex process that begins in the earliest years and advances students towards futures of possibilities, choice, and satisfying productivity. Students achieve the goal when they graduate from high school and enter into higher learning, professional lives, and their communities as life-long learners—individuals ready for the challenges of new settings and ready to contribute to the well-being of the state, nation, and planet. Graduating seniors are well versed with the content and approaches to learning in a range of disciplines. Equally as important as the knowledge they have developed over their years in California schools are their dispositions toward learning and collaborative work.

The CA CCSS for ELA/Literacy and the CA ELD Standards play major roles in preparing students for learning and life after high school, as do all of California's kindergarten through grade twelve content standards and the learning foundations for infants and toddlers and preschoolers that lay the groundwork for success. California's Standards for Career Ready Practice (<http://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>) (CDE 2014b) are also an important resource for educators as they prepare students for the transition to postsecondary life. (See also the Career Technical Education Framework, CDE 2007.)

This overarching goal includes readiness for civic life. Strong reading, writing, speaking, listening, and language skills enable students to be active and responsible citizens as adults. To act as informed voters, serve as responsible jurors, and participate in policymaking decisions, students need the knowledge and skills to interpret and communicate ideas and negotiate and collaborate in ways that positively impact democratic policies, practices, and other people's lives. The ability to read complex text allows students to acquire extensive content knowledge about historical events and democratic ideals, processes, and institutions. The ability to interpret and understand key ideas, diverse perspectives, points of view, and various philosophical constructs offered in written or spoken form allows students to identify and draw logical conclusions, analyze logical fallacies, and take positions based on rational arguments. Providing students with opportunities to engage in discussions about controversial issues empowers them to formulate opinions and take a stand, paraphrase information, articulate complex ideas representing various points of view, and practice the art of civil discourse. Writing develops students' ability to express complex ideas and articulate arguments in an organized, coherent manner. Language arts skills are not an end in themselves; they are a means to strengthening students' abilities to think critically and respond meaningfully to important issues, which is fundamental to a democratic society.

Attain the Capacities of Literate Individuals

As discussed in the introduction to the framework, schools are responsible for supporting all students to develop the capacities of literate individuals. Included in these capacities are demonstrating independence; building strong content knowledge; responding to the varying demands of audience, task, purpose, and discipline; comprehending as well as critiquing; valuing evidence; using technology and digital media strategically and capably; and understanding other perspectives and cultures (CDE 2013, 6; see descriptions of these capacities in figure I.1 in the introduction to this *ELA/ELD Framework*).

Consonant with readiness for college, careers, and civic life, literate individuals develop knowledge of the world and other human beings through meaningful interactions with texts, media, and people during their elementary and secondary schooling. Through these interactions, they develop the knowledge, abilities, and dispositions that enable them to work collaboratively with individuals from different cultural, linguistic, and experiential backgrounds. Further, they learn to appreciate diverse backgrounds and perspectives as assets, seeking to understand them better while respectfully conveying their own viewpoints.

Become Broadly Literate

As explained in the introduction to this framework, elementary and secondary schools are also responsible for ensuring that all students become broadly literate. A person who is broadly literate engages with a variety of books and other texts across a wide range of genres, time periods, cultures, perspectives, and topics for a multitude of purposes, including learning about new ideas and oneself and immersing oneself in the sheer pleasure of reading.

Being broadly literate extends beyond reading printed text to encompass viewing live drama or films, listening to lectures or programs on the radio, or enjoying or performing poetry, such as spoken word. A person who is broadly literate appreciates an array of texts—books, plays, radio programs, poetry, film, television, mixed media, and more—for the many possibilities they reveal and the changes (even small ones) he or she makes by interacting with them. Educators develop students' broad literacy by ensuring that students read widely, in part through the implementation of an independent reading program and by reading aloud.

Wide and Independent Reading

Reading widely and independently is essential to building proficiency in reading and knowledge across all content areas. Appendix A of the CCSS for ELA/Literacy highlights the need to increase independent reading, particularly of content-rich informational texts. "There is also evidence that current standards, curriculum, and instructional practice have not done enough to foster the independent reading of complex texts so crucial for college and career readiness, particularly in the case of informational texts" (NGA/CCSSO 2010a: appendix A, 3).

The note on the range and content of student reading in the College and Career Readiness Standards for Reading (CDE 2013, 10) describes the purpose for reading widely.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.

Students also acquire the habits of reading independently and closely, which are essential to their future success.

For students to become broadly literate, they need to read regularly and frequently as a part of classroom instruction. Abundant exposure to rich texts is a clear focus of the CA CCSS for ELA/Literacy and is amplified by the CA ELD Standards. High quality instructional materials within each content area provide appropriate reading selections. In addition, teachers and teacher librarians work together to

develop classroom and library collections of books that support all content areas and genres—literary and informational. See figure 2.2 for the range of text types identified by the CA CCSS for ELA/Literacy that students are to experience.

Figure 2.2. Range of Text Types

Grade Span	Literature			Informational Text
	Stories	Drama	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
K–5	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth.	Includes staged dialogue and brief familiar scenes.	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem.	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and the information displayed in graphs, charts, or maps; and digital sources on a range of topics.
6–12	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels.	Includes classical through contemporary one-act and multi-act plays, both in written form and on film, and works by writers representing a broad range of literary periods and cultures.	Includes classical through contemporary works and the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics by writers representing a broad range of literary periods and cultures.	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

Source

California Department of Education. 2013. *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, 41 and 77. Sacramento: California Department of Education.

Students also read independently; that is, they read more than the texts that are a part of classroom instruction. To sustain the effort for reading both in class and outside of class, the imaginations and interests of children and young people must be stirred. For some children and youth novels and short stories may capture their attention, while for others, inspiration comes from texts about rocks, animals, history, space, and more. Still others find poetry or drama especially appealing. Whichever genres students prefer, it is critical that educators ensure wide exposure to a variety of text types on a range of topics and content areas from the earliest years.

Although the CA CCSS for ELA/Literacy focus considerable attention on the importance of informational text, it is crucial to emphasize the vital role that fiction, too, plays in the education of children and youth. Author Neil Gaiman (2013), who writes for children and adults, promotes fiction as a gateway to reading:

The drive to know what happens next, to want to turn the page, the need to keep going, even if it's hard, because someone's in trouble and you have to know how it's all going to end . . . that's a very real drive. And it forces you to learn new words, to think new thoughts to keep going, [and] to discover that reading per se is pleasurable. Once you learn that, you're on the road to reading everything.

He also argues that fiction builds empathy:

Prose fiction is something you build up from 26 letters and a handful of punctuation marks, and you, and you alone, using your imagination, create a world and people it and look out through other eyes . . . Empathy is a tool for building people into groups, for allowing us to function as more than self-obsessed individuals.

Literary fiction, in fact, has been shown to have positive effects on the mind, specifically the ability to detect and understand others' emotions and to infer and represent others' beliefs and intentions (Kidd and Castano 2013). Regardless of the source—literary or informational text—the love of reading should be instilled and nurtured from a child's first moments of preschool through his or her last days of high school.

Planning an Independent Reading Program

To ensure that all students have the opportunity to read in a variety of settings across a range of genres, teachers develop a plan for independent reading as an essential component of daily language arts instruction encompassing the current year and multiple years. Independent reading is planned and structured while allowing students to choose selections and read for uninterrupted periods of time. During independent reading, students actively engage in reading rather than aimlessly flipping through books. Students are held accountable for reading, but they are not expected to produce an assignment in response to every reading. Components of the plan include the following:

- Strategies for students to select books and texts in terms of difficulty, content, and interest
- Student choice
- Daily scheduled time in class and outside of class
- Clear expectations for in-class and outside-of-class reading
- Classroom library that includes a rich collection of books and other texts drawing from lists of award-winning books and other sources (See the appendix of this *ELA/ELD Framework*.)
- School library or large, shared, circulating collection of resources in a variety of formats and at various reading levels (also drawing from sources cited in the appendix)
- System for recording books and texts read during the year and across the years
- Opportunities for social interaction—book talks and reviews, book sharing, partner reading, discussion circles, writing to the author, and more

- Writing in response to books and texts read—planning for book talks, book reviews, reactions to texts
- One-on-one conferencing between teacher and student to discuss books, review progress, and set goals
- One-on-one conferencing that uses probing questions, listening, and discussion to foster student exploration of their ideas about a book
- Varied opportunities for students to reflect on their readings and reading process after a semester or other time period
- Teacher guidance and feedback regarding text selection and progress
- Teacher modeling, including read alouds and think alouds, to illustrate ways to select and respond to books and texts
- Teacher and teacher librarian recommendations of books and texts
- Parent and family communication
- Availability of books in students' primary languages
- Availability of books that reflect students' cultural and linguistic backgrounds
- Inviting classroom and library spaces to read

Many sources provide guidance for organizing and conducting successful independent reading programs. Some examples include Mbss and Young (2010), Oczkus (2012), Routman (2002), Yopp, Yopp, and Bishop (2009), EngageNY (2013), Kittle (2012), Atwell (2007), and Miller (2009).

The aims of wide and independent reading are many: By reading widely across many disciplines and genres students increase their background knowledge and understanding of the world; they increase their vocabulary and familiarity with varied grammatical and text organizational structures; they build reading stamina and positive reading habits; they practice their reading skills; and perhaps, most importantly, they discover interests they can carry forward into a lifetime of reading and enjoying books and texts of all types.

Reading Aloud

Reading aloud to children and students of all ages, especially in interactive ways, is a time-honored tradition—one that has many potential benefits. Among these are that reading aloud to students:

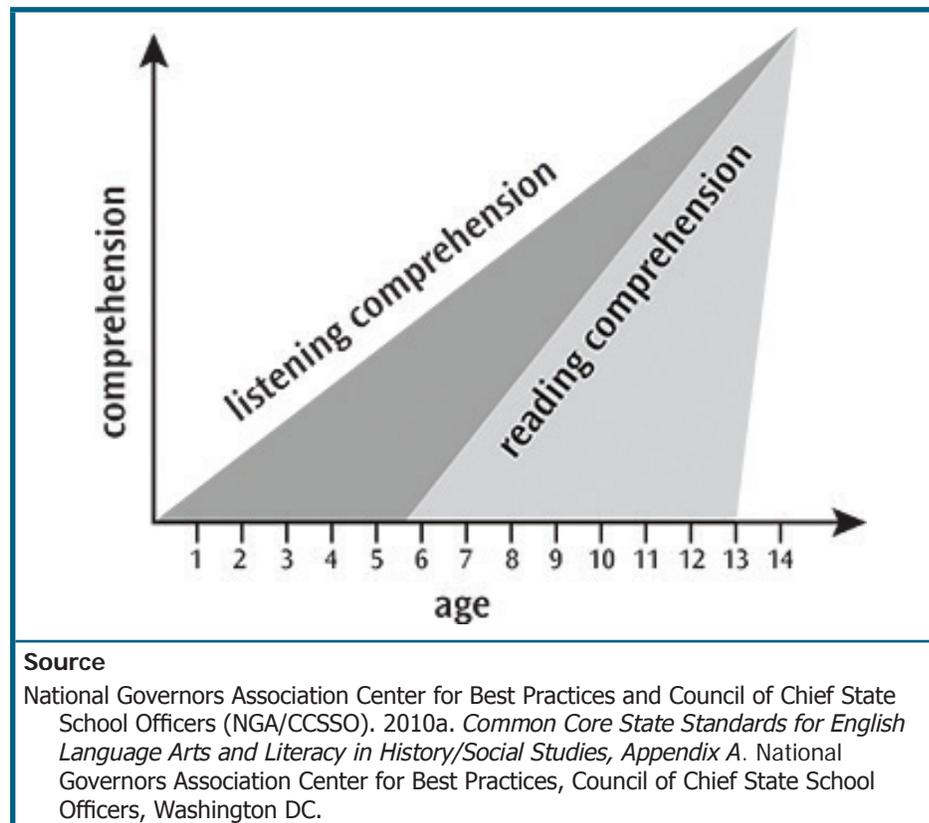
- Enriches their language, exposing them to new vocabulary and grammatical structures
- Familiarizes them with a variety of text structures
- Contributes to their knowledge, both of literary works and of the world
- Piques their interest in a topic, genre, or author
- Provides them with opportunities for collaborative meaning making, such as when they discuss the selection with the teacher and peers
- Provides them with a “window” into comprehension monitoring, such as when the teacher rereads a section or “thinks aloud” about his or her understanding
- Contributes to their view of reading as a meaning making process
- Familiarizes them with a variety of text features, such as tables of contents and graphic displays of information, if students' attention is drawn to them
- Provides them with a model of fluent reading
- Contributes to foundational skills, such as phonological awareness and letter knowledge

In addition, reading aloud provides students with a shared experience that becomes a part of the group's collective memory to be drawn on in subsequent discussions.

Reading aloud interactively implies that as students are listening; they are not passive, but rather, they are actively interpreting what they are hearing. Teachers ensure that their read alouds are interactive in a variety of ways, including asking questions while reading and having students participate in the reading. (See Cunningham and Zibulsky 2011; Goodson, Wolf, Bell, Turner, and Finney 2010; Hall and Moats 2000 for research related to benefits of reading aloud.)

Because listening comprehension outpaces reading comprehension until about grade eight (see figure 2.3), reading aloud to students is an important way to engage students with text that is more challenging than they can read independently while they are developing as readers.

Figure 2.3. Listening and Reading Comprehension by Age



Appendix B of the CCSS for ELA/Literacy specifically identifies texts in various genres that can be read aloud to students in kindergarten through grade three. These lists serve as a starting point for teachers and schools and include examples of the range of literature for these grades. Teachers at all levels, including middle and high school, should collaborate to develop their own more extensive lists, including selections that are relevant to their students and community. The CDE has a large searchable database (<http://www.cde.ca.gov/ci/cr/rl/>) of recommended literature in all subject areas from kindergarten to grade twelve that is a valuable resource for this work.

As important as reading aloud is, educators recognize that it supplements students' interactions with text; reading aloud does not supplant them. In other words, reading content area or informational and literary texts to students *in lieu of students reading texts themselves* is not recommended beyond the earliest grades. Rather, teachers help students read complex texts using a variety of strategies to gain the information, experience the rhetorical effects, and analyze the various meanings that texts hold.

Reading aloud to students may seem like a straightforward, even simple, activity. However, different types of texts provide different types of learning opportunities. Teachers make the experience more valuable for students by understanding how to select texts intentionally and how to engage learners (e.g., highly interactive read alouds are especially appropriate for young children).

Acquire the Skills for Living and Learning in the 21st Century

Today's students live in a fast-paced, dynamic, and highly interconnected world. In recognition of the changes the 21st century portends for schooling and careers, the California legislature passed Assembly Bill 250, the Curriculum Support and Reform Act, with the intent to develop a system of curriculum, instruction, and assessment for implementing the CA CCSS that accomplishes the following:

1. Focuses on integrating 21st century skills, including critical thinking, problem solving, communication, collaboration, creativity, and innovation, as a competency-based approach to learning in all core academic content areas, including English language arts, mathematics, history–social science, science, health education, visual and performing arts, and world languages.
2. Promotes higher order thinking skills and interdisciplinary approaches that integrate the use of supportive technologies, inquiry, and problem-based learning which provide context for pupils to apply learning in relevant, real-world scenarios and that prepare pupils for college, careers, and citizenship in the 21st century.

In addition, the CDE joined the national Partnership for 21st Century Skills in 2013. Echoed in the California legislation, the Partnership identifies outcomes in four key areas to prepare students for the demands of the 21st century: (1) core subject and 21st century interdisciplinary themes; (2) life and career skills; (3) learning and innovation skills (the “Four Cs”: creativity, critical thinking, communication, and collaboration); and (4) information, media, and technology skills. The Committee on Deeper Learning and 21st Century Skills of the National Research Council (2012) identifies many of the same skills, organizing them into cognitive, intrapersonal, and interpersonal competencies. Moreover, students also need global competencies to engage effectively with the wider world and cultures.

The CA CCSS for ELA/Literacy and the CA ELD Standards call for students throughout the grades to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply, and so forth) that require the critical thinking, problem solving, and collaboration demanded of 21st century living and learning. Integrated throughout the standards are skills related to media use (both critical analysis and production of media) as well. Furthermore, students are expected to develop competence in conducting research projects, integrating and evaluating information, and using technology to present findings and analyses (R.CCR.7; W.CCR.7; SL.CCR.2; ELD.PI.2.2, 6, 10). See chapter 10, learning in the 21st century, in this *ELA/ELD Framework* for a detailed discussion of these outcomes, competencies, and more. See also California's *Model School Library Standards* (CDE 2010b) for grade-level guidance on teaching students to access, evaluate, use and integrate information and ideas found in print, media, and digital resources.

The CA CCSS for ELA/Literacy and the CA ELD Standards call for students throughout the grades to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply, and so forth) that require the critical thinking, problem solving, and collaboration demanded of 21st century living and learning.

Promoting Bilingualism and Biliteracy

In recognition of the value of a biliterate and multiliterate citizenry for the benefit of the state, as well as the individual, in the global world of the 21st century, California's "Seal of Biliteracy" is awarded to high school graduates who attain a high level of proficiency in one or more languages in addition to English. The majority of bilingual students in California are ELs whose primary language is a language other than English and who are also learning English as an additional language. However, bilingual students are also native English speakers enrolled in bilingual programs, heritage language programs, or world language programs.

Bilingual students are also students who are deaf or hard of hearing whose primary language is American Sign Language and whose other language is the written language of the hearing community (sometimes more than one language when students are from communities where English is not the dominant language).

Research evidence indicates that bilingual programs, in which biliteracy is the goal and bilingual instruction is sustained, promote literacy in English, as well as in the primary language (August and Shanahan 2006; CDE 2010a; Genesee, Lindholm-Leary, Saunders and Christian 2006; Goldenberg 2008). The enhanced metalinguistic and metacognitive benefits of bilingualism have been demonstrated in multiple studies and include better working memory, abstract reasoning skills, attentional control, and problem solving skills (Adesope, Lavin, Thompson, and Ungerleider 2010). An additional benefit of bilingualism is the delay of age-related cognitive decline (Bialystok, Craik, and Freedman 2007).

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For all students, bilingualism is a cognitive and linguistic asset. Developing the language used by parents, grandparents, or other relatives also promotes healthy self-image, pride in one's heritage, and greater connection with one's community. This cultural awareness and appreciation for diversity is, in fact, critical for *all* students to develop as global-minded individuals.

Context for Learning

This *ELA/ELD Framework* asserts that the learning context in which ELA/literacy and ELD instruction occur has a profound impact on achievement. Successful implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is most likely when the language arts strands are integrated throughout the curricula in an environment that is motivating, engaging, respectful, and intellectually challenging. Each of these topics is discussed in this section.

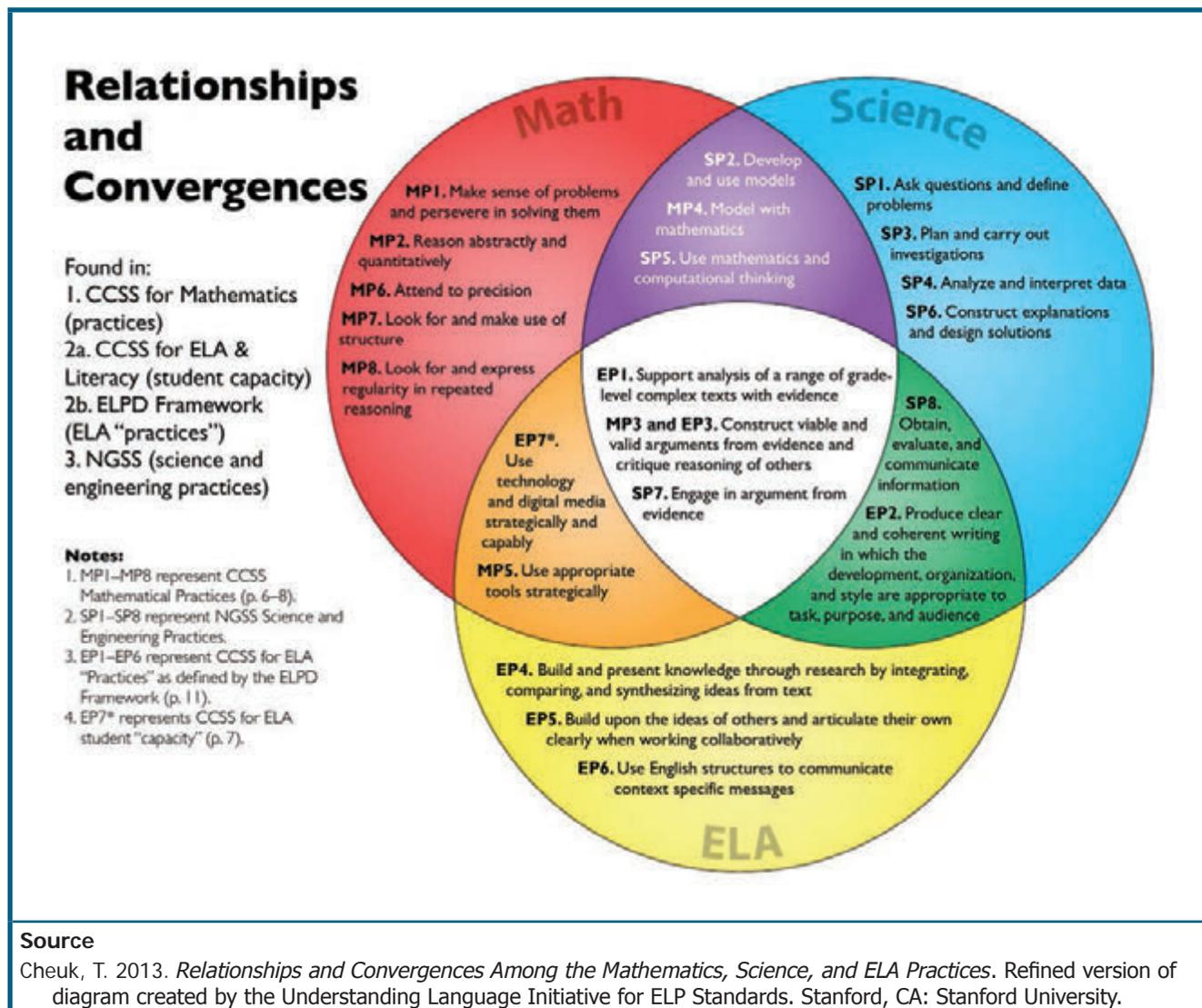
Integrating the Curricula

The CA CCSS for ELA/Literacy call for dual integration, or as stated by the Committee on Defining Deeper Learning and 21st Century Skills, "they promote a double vision of integration—(a) that reading, writing, and discourse ought to support one another's development, and (b) that reading, writing, and language practices are best taught and learned when they are employed as tools to acquire knowledge and inquiry skills and strategies within disciplinary contexts, such as science, history, or literature" (2012, 114). The strands of Reading, Writing, Speaking and Listening, and Language are integrated among themselves and across all disciplines, as figure 2.4 illustrates.

Furthermore, the structure and organization of the CA ELD Standards reflect integration as a fundamental concept. Part I, "Interacting in Meaningful Ways," includes sections that are inherently integrated: A. Collaborative (engagement in dialogue with others), B. Interpretive (comprehension

and analysis of written and spoken texts), and C. Productive (creation of oral¹ presentations and written texts). Focusing first on meaning and interaction in Part I, the CA ELD Standards then focus on knowledge about the English language and how it works in Part II.

Figure 2.4. Relationships and Convergences Among the Practices in Science, Mathematics and English Language Arts



Both sets of standards promote students' powerful and strategic use of the language arts to gain content knowledge and to express their understandings and applications of that knowledge. Opportunities to integrate curricula through inquiry-based learning, interdisciplinary units, and real world applications, such as service learning, are illustrated throughout the framework. Integrating curricula allows students to make connections across many disciplines and areas of interest and can be powerfully motivating. Using reading, writing, speaking, listening, and language (including language awareness) to interact with content knowledge and one another, students are able to consolidate and expand their learning in ways that mutually reinforce the language arts and various disciplines. In every case, however, integrated curricula should be purposeful and well-planned so that

¹ For deaf and hard of hearing students who use ASL as their primary language, the term *oral* refers to the use of sign language.

competence in each strand of the language arts is built and applied in meaningful contexts, so that ELs engage in content learning while developing increasingly advanced levels of English, and so that progress is carefully monitored for all students in each strand.

Motivating and Engaging Learners

Educators keep issues of motivation and engagement at the forefront of their work to assist students in achieving the CA CCSS for ELA/Literacy and CA ELD Standards. It is critical to incorporate motivational factors, such as interest, relevance, identity, and self-efficacy, into curriculum design and instructional practice to ensure that students achieve the levels envisioned by these standards. The panel report *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>) (Shanahan, and others 2010, 35–37) makes clear the importance of addressing motivation and engagement in primary grade literacy programs and recommends the following practices:

- Help students discover the purpose and benefits of reading by modeling enjoyment of text and an appreciation of what information has to offer and by creating a print rich environment (including meaningful text on classroom walls and well stocked, inviting, and comfortable libraries or literacy centers that contain a range of print materials, including texts on topics relevant to instructional experiences children are having in the content areas).
- Create opportunities for students to see themselves as successful readers. Texts and tasks should be challenging, but within reach given appropriate teaching and scaffolding.
- Provide students reading choices, which include allowing them choice on literacy-related activities, texts, and even locations in the room in which to engage with books independently. Teachers' knowledge of their students' abilities will enable them to provide appropriate guidance.
- Provide students the opportunity to learn by collaborating with their peers to read texts, talk about texts, and engage in meaningful interactions with texts, such as locating interesting information together.

Similarly, a panel examining research on adolescent literacy (which begins in grade four) included increasing motivation and engagement as one of five recommendations. The panel's report *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf) (Kamil, and others 2008, 28–30) suggests the following practices:

- Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as the specific learning processes students use to access those ideas.
- Provide a positive learning environment that promotes students' autonomy in learning.
- Make literacy experiences more relevant to students' interests, everyday life, or important current events.
- Build in certain instructional conditions, such as student goal setting, self-directed learning, and collaborative learning, to increase reading engagement and conceptual learning.

Factors shared by both these sets of recommendations and identified in many studies of motivation and engagement (Guthrie, Wigfield, and Klauda 2012; Dweck 2006; Ryan and Deci 2000; Czikszenmihalyi 1990; and others) include the following:

- Interest (relevance)
- Choice (autonomy and self-determination)
- Success (self-efficacy or the belief that “I can do it”)
- Collaboration and real-world interactions (social relatedness and active engagement)
- Dedication (identification with being a good student, persistence, and willingness to work hard to achieve goals)
- Goal setting, self-regulation, and guided self-assessment

Simply stated, motivation and engagement are both psychological and behavioral; students may be motivated (or interested) to read and write, but they also need to sustain their engagement with a task for sufficient time to achieve learning goals. Incorporating these elements in curriculum materials and instructional sequences requires systematic planning and professional collaboration. Embracing these elements also requires that educators view students as active agents in their own learning and create environments in which students have regular opportunities to experience and exercise their growing competence and independence.

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers’ and the broader school community’s open recognition that students’ primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and also to draw on to build proficiency in English and in all school learning (de Jong and Harper 2011; Lindholm-Leary and Genesee 2010). Teachers are encouraged to do the following:

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity
- Get to know students’ cultural and linguistic background knowledge and experiences and how individual students interact with their home language and cultures
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum
- Use texts that accurately reflect students’ cultural, linguistic, and social backgrounds so that students see themselves in the curriculum
- Continuously expand understandings of cultures and languages so as not to oversimplify approaches to culturally responsive pedagogy

All students need to be supported to invest personally in literacy—to see the relevance of the content for their lives and to sustain the effort and interest needed to learn skills and gain competence. Students who are active participants in their learning and who come to exert greater control over their reading and writing processes grow in their perceptions of themselves as autonomous learners and thinkers (Katz, Graff, and Brynolson 2013; Ryan and Deci 2000; Alexander and Fox 2011).

Respecting Learners

California’s children and adolescents bring to school an abundance of unique resources, including their primary languages, cultural and ethnic backgrounds, life experiences, particular learning abilities and disabilities, socio-economic backgrounds, and dispositions toward learning. In order to create optimal learning environments for all students, it is critical that teachers recognize the significance of all these variables, as well as other aspects of individual students’ identities and needs. Teachers understand their students’ multilayered cultural, ethnic, and linguistic backgrounds, as well as their

day-to-day realities, and shape instruction that both respectfully acknowledges and instills pride in students' diversity. These practices promote positive relationships between teachers and students and foster a positive self-image in students as learners (Gay 2002; Ladson-Billings 1995; Nieto 2008). For students to "come to understand other perspectives and cultures,"—one of the capacities of literate individuals—and build the global competencies demanded of 21st century living and learning, they need to learn to value and respect diverse views and experiences.

As teachers and the broader educational community openly recognize and genuinely value students' home cultures, primary languages, and variations of using English, California's culturally and linguistically diverse learners, including ELs, are better positioned to thrive socially and academically (de Jong and Harper 2011; García 1999; Lindholm-Leary and Genesee 2010; Mbes and Cobb 2001; Villegas and Lucas 2007). The culture(s) and language(s) that students bring to school are valid resources on their own and for developing social and academic registers of English. The variety of English that children use with their peers or families should not be viewed as "improper English" or wrong. Conveying a message that students' home languages are inferior to the English privileged in school is damaging to students on many levels. Delpit (2002, 48) asserts, "Since language is one of the most intimate expressions of identity, indeed, 'the skin that we speak,' then to reject a person's language can only feel as if we are rejecting him." This message—conscious or unconscious—is unacceptable and contrary to California's goals for its children and youth.

Whether students are ELs or native English speakers who speak varieties of English (e.g., African American English, Chicana/Chicano English) that differ from the types of English privileged in school, the language children use at home and in their communities is appropriate for those contexts and also for engaging in school activities. Students are encouraged and supported to learn and use academic English in school. However, teachers recognize that there are appropriate times for students to use everyday English or their home dialects of English for school tasks. Students are empowered by knowing different forms of language and are encouraged to critically examine them (National Council of Teachers of English).

Being sensitive to the cultural and language resources students bring to school, drawing on these resources to expand students' abilities to engage in a wider range of contexts, and discussing different ways of using English that are appropriate for different contexts help build students' awareness of language . . .

As teachers and the broader educational community openly recognize and genuinely value students' home cultures, primary languages, and variations of using English, California's culturally and linguistically diverse learners, including ELs, are better positioned to thrive socially and academically.

Teachers help students understand when to use the type of language that is most appropriate for particular situations (Schleppegrell 2004). Being sensitive to the cultural and language resources students bring to school, drawing on these resources to expand students' abilities to engage in a wider range of contexts, and discussing different ways of using English that are appropriate for different contexts help build students' awareness of language while also validating and leveraging their cultural and linguistic knowledge and experiences. Beginning at very young ages, children develop *language awareness* and learn to shift the way they use language to meet the expectations of different situations and contexts (Christie and Derewianka 2008; Spycher 2009).

All students bring to school knowledge and experiences that have the potential to promote school learning. The cultural and linguistic knowledge and experiences that some children bring to school may not initially be seen as assets,

but they can be. For example, the family or community of some students in rural regions may have deep and specialized knowledge of farming practices, cooking, or herbal medicines. In urban settings, some children may have experiences learning technical procedures, such as bicycle or car mechanics or navigating mass transit. These types of experiences and knowledge can be drawn on to enhance

Teachers can incorporate culturally responsive instruction by building on background knowledge and experiences gained in the home and community to promote the development of academic English, as well as to promote a positive self-image in students and respect for different cultures and languages.

what is happening in the classroom, such as science units involving plant biology, ecology, physics, or chemistry. When teachers are aware of their students' "funds of knowledge," they can create "zones of possibilities," in which academic learning is enhanced by the bridging of family and community ways of knowing with the school curriculum (Moll and Gonzalez 1994).

Teachers can incorporate culturally responsive instruction by building on background knowledge and experiences gained in the home and community to promote the development of academic English, as well as to promote a positive self-image in students and respect for different cultures and languages (Au 2009; Hollins 2012; Hooks 1994; Irvine and Armento 2001). More information about culturally and linguistically responsive teaching is provided later in this chapter and in chapter 9 of this *ELA/ELD Framework*.

Students with disabilities also benefit from learning environments in which teachers take the time to understand the specific nature of their learning needs and goals and value all students as capable learners with the ability to engage in rich and complex instruction. Valuing intellectual difference and viewing students from the perspective of their abilities, rather than disabilities, are key. Students who are deaf and whose primary language is ASL, for example, represent a unique culture that views its members not as disabled but as linguistically diverse. Appreciating these distinctions and designing environments and instruction using the principles of Universal Design for Learning (UDL) that provide multiple means of representation, expression, and engagement can ensure that *first teaching* is appropriately differentiated to meet the needs of all learners. See chapter 9 for more information on UDL and supporting students with differing abilities and disabilities.

Valuing intellectual difference and viewing students from the perspective of their abilities, rather than disabilities, are key.

Ensuring Intellectual Challenge

The CCSS were developed amidst calls for increased U.S. global competitiveness and higher levels of education for all citizens. Citing the demands of the 21st century workplace, the NGA/CCSSO created standards that are comparable in rigor to the educational expectations of the highest performing countries in the world. The CA CCSS for ELA/Literacy and CA ELD Standards require deep and critical thinking about complex texts and ideas and the application and expression of that thinking through speaking² and writing. These expectations advocate for a culture of intellectual rigor in which academic initiative is modeled, honored, and realized across a range of subjects.

By ensuring that intellectual challenge is a vital element of the context of schooling, California aims to develop the intellectual assets of all young people—not just for the purpose of competing in

2 As noted throughout this framework, speaking and listening should be broadly interpreted to include signing and viewing for students who are deaf and hard of hearing whose primary language is American Sign Language (ASL). Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

the workplace or in academia—but to lead lives enriched by the pursuit and possession of knowledge and the exercise of creativity and intellectual power. To develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century, students need to experience a rich and engaging curricula and read and view a wide variety of texts and performances. Experiencing the wealth of literary and informational genres helps students develop a depth and breadth of understanding of the world and the range of academic disciplines.

Sparkling children's and young people's joy for reading and passion for intellectual pursuit is an aspiration and obligation of every educator. This *ELA/ELD Framework* considers not only *what* the standards are but *how* they should be implemented to ensure that all of California's students succeed in attaining them. Intellectual challenge is to be the hallmark of every student's education regardless of background or prior academic performance. The levels of cognitive rigor incorporated in the Smarter Balanced Summative Assessments in California should be considered when designing classroom curriculum, instruction, and assessment. The cognitive tasks outlined in the revised Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating and creating) and Webb's Depth of Knowledge levels (recall and reproduction, skills and concepts, thinking and reasoning, and extended thinking) are useful for gauging the range and balance of intellectual challenge for students. (See figure 2.5.)

Thoughtful planning, systemic implementation, and ongoing formative assessment and monitoring of progress are required to ensure that all students are adequately supported to meet the intellectual challenges inherent in these standards. The tools to provide access and equity for all students exist; their application ensures that all students gain the content knowledge, literacy skills, and dispositions necessary to achieve the goals of ELA/literacy and ELD instruction.

This ELA/ELD Framework considers not only what the standards are but how they should be implemented to ensure that all of California's students succeed in attaining them. Intellectual challenge is to be the hallmark of every student's education regardless of background or prior academic performance.

Figure 2.5. Bloom’s Taxonomy and Webb’s Depth of Knowledge (DOK)

Depth of Thinking (Webb) + Type of Thinking (Revised Bloom, 2001)	DOK Level 1 Recall and Reproduction	DOK Level 2 Basic Skills and Concepts	DOK Level 3 Strategic Thinking and Reasoning	DOK Level 4 Extended Thinking
Remember	<ul style="list-style-type: none"> Recall , locate basic facts, definitions, details, events 			
Understand	<ul style="list-style-type: none"> Select appropriate words for use when intended meaning is clearly evident 	<ul style="list-style-type: none"> Specify, explain relationships Summarize Identify central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, text evidence, example . . .) 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	<ul style="list-style-type: none"> Use language structure (pre/ suffix) or word relationships (synonym/ antonym) to determine meaning 	<ul style="list-style-type: none"> Use content to identify word meanings Obtain and interpret information using text features 	<ul style="list-style-type: none"> Use concepts to solve non-routine problems 	<ul style="list-style-type: none"> Devise an approach among many alternatives to research a novel problem
Analyze	<ul style="list-style-type: none"> Identify the kind of information contained in a graphic table, visual, etc. 	<ul style="list-style-type: none"> Compare literary elements, facts, terms, events Analyze format, organization, and text structures 	<ul style="list-style-type: none"> Analyze or interpret author’s craft (e.g. literary devices, viewpoint, or potential bias) to critique a text 	<ul style="list-style-type: none"> Analyze multiple sources or texts Analyze complex/ abstract themes
Evaluate			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures based on one text or problem 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, and completeness of information across text/sources
Create	<ul style="list-style-type: none"> Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept 	<ul style="list-style-type: none"> Generate conjectures or hypothesis based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

Source

Adapted from

Hess, Karin, K., Dennis Carlock, Ben Jones, and John R. Walkup. 2009. “What Exactly Do ‘Fewer, Clearer, and Higher Standards’ Really Look Like in the Classroom? Using a Cognitive Rigor Matrix to Analyze Curriculum, Plan Lessons, and Implement Assessments.”

Key Themes of ELA/Literacy and ELD Instruction

Curriculum and instruction related to the CA CCSS for ELA/Literacy focus on five key themes of a robust and comprehensive instructional program in ELA/literacy for all students: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

Curriculum and instruction related to the CA CCSS for ELA/Literacy focus on five key themes of a robust and comprehensive instructional program in ELA/literacy for all students: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These key themes cut across the strands of Reading, Writing, Speaking and Listening, and Language. They also encompass all three parts of the CA ELD Standards: “Interacting in Meaningful Ways” (collaborative, interpretive, and productive), “Learning About How English Works” (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas), and “Using Foundational Literacy Skills.” Figure 2.1, first introduced in chapter 1 of this *ELA/ELD Framework*, depicts the key themes in relation to the overarching goals and context of ELA/literacy and ELD instruction.

This section includes discussions of each theme. The section ends with additional considerations regarding how the CA ELD Standards amplify the key themes to address the linguistic and academic learning needs of ELs.

Meaning Making

Meaning making is at the heart of ELA/literacy and ELD instruction. Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research. Meaning making includes literal comprehension but is not confined to it *at any grade or with any student*. Inference making and critical reading are given substantial and explicit attention in every discipline.

The reading standards for both literary and informational text clearly focus on meaning making. Students demonstrate literal and inferential comprehension (RL/RI.K–12.1; RH/RST.6–12.1). They determine the themes or main idea(s) in texts, drawing on key details, and summarize texts (RL/RI.K–12.2; RH/RST.6–12.2). Students describe literary elements in depth, drawing on key details, and compare and contrast them (RL.K–12.3). They explain components of informational text, including the relationships among them (RI.K–12.3; RH/RST.6–12.3). Reading standards related to craft and structure focus on students’ understanding of how the authors’ choices about language and structure, including point of view and purpose, impact meaning (RL/RI.K–12, Standards 4–6; RH/RST.6–12, Standards 4–6). Reading standards related to integration of knowledge and ideas require students to make connections between and analyze different presentations of information (such as text and visual and multimedia elements), including authors’ use of reasons and evidence to support points in informational text, and to extend their thinking and integrate information across

Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research. Meaning making includes literal comprehension but is not confined to it at any grade or with any student.

texts (RL/RI.K–12, Standards 4–6; RH/RST.6–12, Standards 7–9). Figure 2.6 provides a definition of meaning making as it relates to reading.

Figure 2.6. A Definition of Meaning Making as a Reader

The term *meaning making*, when referring to reading, is synonymous with the term *reading comprehension*. The *ELA/ELD Framework* uses the definition provided by Snow (2002, xiii): Reading comprehension is “the process of extracting and constructing meaning through interaction and involvement with written language.” The Institute for Education Sciences Practice Guide *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (Shanahan, and others 2010, 5) notes, “Extracting meaning is to understand what an author has stated, explicitly or implicitly. Constructing meaning is to interpret what an author has said by bringing one’s ‘capacities, abilities, knowledge, and experiences’ to bear on what he or she is reading. These personal characteristics also may affect the comprehension process.”

The writing standards, too, reflect an emphasis on meaning. Students write opinion pieces and arguments, informative/explanatory texts, and narratives (W.K–12, Standards 1–3; WHST.6–12, Standards 1–2) clearly and logically to convey meaning. They produce writing in which the development and organization are appropriate to the task and purpose, which, with guidance and support, is revised and edited to ensure effective communication, and which employs digital tools. As noted in the CCR Anchor Standards for Writing (CDE 2013, 20), students “learn to appreciate that a key purpose of writing is to communicate clearly” to a range of audiences (W.2–12.4; W.K–12, Standards 5–6; WHST.6–12, Standards 4–6). They also make meaning as they conduct research projects, building and presenting knowledge they have gained and drawing evidence from texts to support analysis, reflection, and research (W.K–12, Standards 7–8; WHST.6–12, Standards 7–8) In short, writing is a meaningful act.

The Speaking and Listening strand of the CA CCSS for ELA/Literacy also centers on meaning making as students learn to communicate ideas. Students engage in a range of collaborative discussions about texts and grade-level content, sharing and exploring ideas (SL.K–12.1). They learn to summarize the meaning of texts read aloud and information presented in diverse media and formats (SL.K–12, Standards 2–3). In addition, they learn to present information so that others understand, using media to enhance main ideas and themes (SL.K–12, Standards 4–5). Importantly, they use language appropriate to the task and situation in meaningful exchanges (SL.K–12.6).

Standards in the Language strand, too, include a focus on meaning making. Students learn to determine and clarify the meaning of unknown words and phrases using a variety of strategies; understand figurative language, word relationships, and nuances in word meanings; and expand their vocabulary so that they can comprehend text and content and express ideas at their grade level (L.K–12, Standards 4–6). And, they gain control over conventions of standard English grammar, usage, and mechanics (L.K–12, Standards 1–2 and L.2–12.3), allowing them to convey meaning effectively.

The following subsections define complex text and provide guidance for teaching students to read closely.

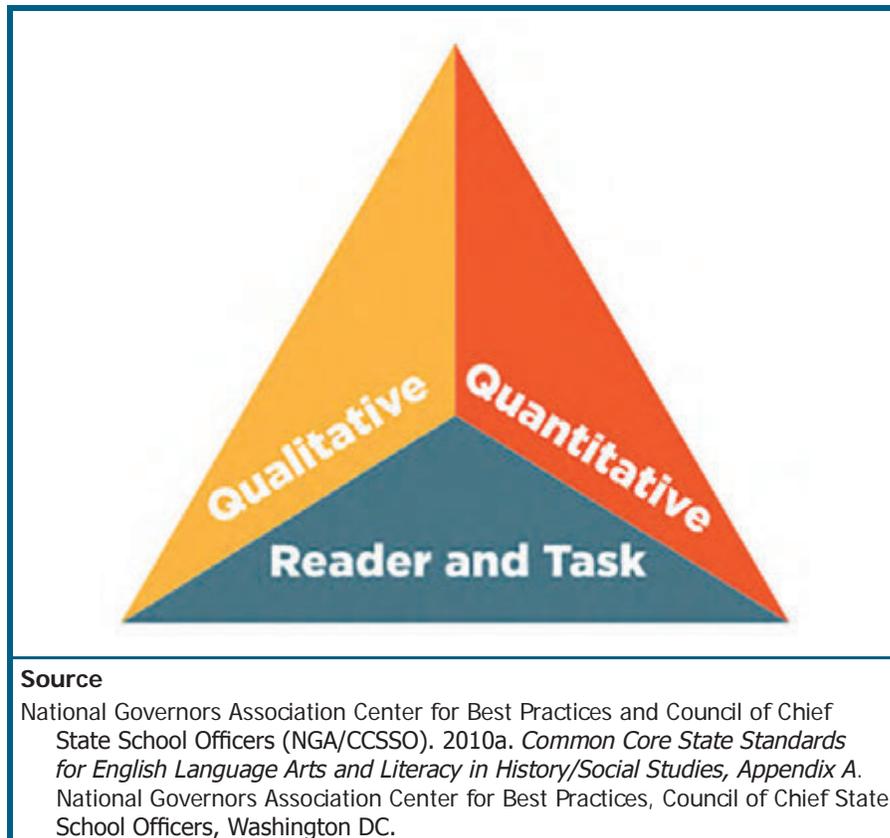
Defining Complex Text

Reading Standard 10 of the CA CCSS for ELA/Literacy establishes a staircase of increasing complexity in terms of the texts students should be able to read. This is crucial if students are to develop the skills and knowledge required for college and careers. This call is important for all teachers in all disciplines. The goal is to challenge students so that they increase their skill in

interacting with texts; however, this requires effective teaching. Teachers select texts that are appropriately challenging, yet not so challenging that they are inaccessible and not so simple that there is no growth. Texts represent a range of genres and are closely connected to the school curriculum and content standards.

Text complexity can be difficult to determine and involves subjective judgments by expert teachers who know their students. A three-part model for determining the complexity of a particular text is described by the NGA/CCSSO in Appendix A. Teachers consider (1) qualitative dimensions, (2) quantitative dimensions, and (3) the reader and task. Figure 2.7 represents the three dimensions. See Appendix A of the CCSS for ELA/Literacy for annotations of the complexity of several texts.

Figure 2.7. The Standards' Model of Text Complexity



Qualitative dimensions refer to those aspects of text complexity best measured or only measurable by an attentive human reader. Among these are the levels of meaning (literary texts) or purpose (informational text) that exist in a text. For example, *The Giving Tree* by Shel Silverstein is not just about a tree and *Animal Farm* by George Orwell is not just about animals. Qualitative dimensions also include text structure, language conventionality and clarity, and knowledge demands. Texts that make assumptions about readers' life experiences, cultural/literary knowledge, and content/discipline knowledge are generally more complex than those that do not. For example, a text that refers to a Sisyphean task or Herculean effort assumes that readers are familiar with Greek and Roman mythology. More detail is provided about each of these qualitative factors in figure 2.8.

Figure 2.8. Qualitative Dimensions of Text Complexity

Levels of Meaning (literary texts) or Purpose (informational texts)

- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

Structure

- Simple → Complex
- Explicit → Implicit
- Conventional → Unconventional (chiefly literary texts)
- Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- Simple graphics → Sophisticated graphics
- Graphics unnecessary or merely supplementary to understanding the text → Graphics essential to understanding the text and may provide information not otherwise conveyed in the text

Language Conventionality and Clarity

- Literal → Figurative or ironic
- Clear → Ambiguous or purposefully misleading
- Contemporary, familiar → Archaic or otherwise unfamiliar
- Conversational → General academic and domain-specific

Knowledge Demands: Life Experiences (literary texts)

- Simple theme → Complex or sophisticated themes
- Single themes → Multiple themes
- Common, everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- Single perspective → Multiple perspectives
- Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own

Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)

- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts)

Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)

- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts)

Source

Excerpted from

National Governors Association Center for Best Practices and Council of Chief State School Officers (NGA/CCSSO). 2010a. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Appendix A, 6*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Quantitative dimensions refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus typically measured by computer software. Figure 2.9 provides updated text complexity grade bands and associated ranges. However, the scores in figure 2.9 can be misleading. Quantitative factors are not appropriate for determining the complexity of some types of text, such as poetry and drama, nor are they appropriate with kindergarten and grade one texts.

Exemplar texts are listed in Appendix B of the CCSS for ELA/Literacy by grade span; however, Hiebert (2012/2013) notes that the lists contain a varied range of texts and recommends further analysis to identify texts appropriate to the beginning, middle, and end of each grade, especially for grades two and three. Furthermore, Hiebert and Mesmer (2013) argue that text levels at the middle and high school “have decreased over the past 50 years, not the texts of the primary grades” (2013, 45). They warn against the possible unintended consequences of accelerating the complexity of texts at grades two and three. (See chapter 12 for specific recommendations to publishers of instructional materials for California.) Caveats aside, the aim of the CA CCSS for ELA/Literacy is to increase the rigor and intellectual challenge of texts that students can successfully navigate so that by the end of grade twelve all students are prepared for the demands of college and career, and that they have the skills to engage deeply with challenging literature for personal satisfaction and enjoyment. This framework promotes a steady progression of complexity through the grades as mediated by knowledgeable and effective teachers. Hiebert (2012) recommends seven key actions for teachers in addressing text:

- Focus on knowledge
- Create connections
- Activate students’ passion
- Develop vocabulary
- Increase the volume
- Build up stamina
- Identify benchmarks

Figure 2.9. Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures

Common Core Band	ATOS *	Degrees of Reading Power®	Flesch Kincaid 8	The Lexile Framework®	Reading Maturity	SourceRater
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13	0.05–2.48
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	5.42–7.92	0.84–5.75
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57	4.11–10.66
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81	9.02–13.93
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	9.57–12.00	12.30–14.50
* Renaissance Learning						
Source National Governors Association for Best Practices and Council of Chief State Schools Officers. n.d. “Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity,” 4. <i>Common Core State Standards Initiative</i> .						

Reader characteristics and task demands also need to be considered in determining the complexity of a text for a group of learners. Variables such as the reader's motivation, knowledge, and experiences contribute to how complex a text is for a reader. Likewise, the complexity of the task assigned and the questions posed should be considered when determining whether a text is appropriate for a given student. Reader and task considerations are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject. Teachers need to know their students—their background knowledge relevant to the text, their knowledge of the vocabulary in the text, and their proficiency in reading and in the English language—to determine the most appropriate texts and tasks. Sometimes, the more complex the tasks, the more accessible the text should be.

Teachers need to know their students—their background knowledge relevant to the text, their knowledge of the vocabulary in the text, and their proficiency in reading and in the English language—to determine the most appropriate texts and tasks.

Similarly, some EL scholars argue that a major focus of literacy and content instruction for ELs should be on *amplification* of concepts and language and not *simplification* (Walqui and van Lier 2010). In other words, ELs should engage with complex texts and topics with appropriate scaffolding that facilitates their path toward independence with the texts (Schleppegrell 2004). As for all students, ELs who are beginning readers in the primary grades should be carefully matched with texts for developing foundational skills. Young readers' interactions with complex texts generally occurs through teacher read alouds.

Teachers play a crucial role in ensuring that all students engage meaningfully with and learn from challenging text. They provide strategically designed instruction with appropriate levels of scaffolding, based on students' needs that are appropriate for the text and the task while helping students work toward independence. Teaching practices that illustrate this type of instruction and scaffolding include leveraging background knowledge; teaching comprehension strategies, vocabulary, text organization, and language features; structuring discussions; sequencing texts and tasks appropriately; rereading the same text for different purposes, including locating evidence for interpretations or understandings; using tools, such as text diagrams and student-made outlines; and teaching writing in response to text. Figure 2.10 provides guidance for supporting learners' engagement with complex text in these areas, along with additional considerations critical for meeting the needs of linguistically diverse learners, including ELs and standard English learners.

Importantly, teachers explicitly draw students' attention to text structure and organization and specific language resources in the complex texts that help authors convey particular meanings. Examples of specific language resources are text connectives to create cohesion throughout a text (e.g., *for example, suddenly, in the end*); long noun phrases to expand and enrich the meaning of sentences (e.g., "*The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder.*" [NGA/CCSSO 2010b: Appendix B, 91]); and complex sentences that combine ideas and indicate relationships between them (e.g., "*Because both Patrick and Catherine O'Leary worked, they were able to put a large addition on their cottage despite a lot size of just 25 by 100 feet.*" [NGA/CCSSO 2010b: Appendix B, 94]). Understanding how these language resources are used is especially important for ELs, many of whom rely on their teachers to make the language of English texts explicit and transparent. Providing ELs with opportunities to discuss the language of the complex texts they read enhances their comprehension while also developing their metalinguistic awareness (or ability to reflect on and attend to language).

Figure 2.10. Strategies for Supporting Learners’ Engagement with Complex Text

Strategies	Teachers support <i>all</i> students’ understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .
Background Knowledge	<ul style="list-style-type: none"> Leveraging students’ existing background knowledge 	<ul style="list-style-type: none"> Drawing on primary language and home culture to make connections with existing background knowledge Developing students’ awareness that their background knowledge may <i>live</i> in another language or culture
Comprehension Strategies	<ul style="list-style-type: none"> Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing) Providing multiple opportunities to employ learned comprehension strategies 	<ul style="list-style-type: none"> Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English
Vocabulary	<ul style="list-style-type: none"> Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered 	<ul style="list-style-type: none"> Explicitly teaching particular cognates and developing cognate awareness Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, <i>-dad, -ción/-sión, -ía, -encia</i>) that have English counterparts (<i>-ty, -tion/-sion, -y, -ence/-ency</i>)
Text Organization and Grammatical Structures	<ul style="list-style-type: none"> Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension 	<ul style="list-style-type: none"> Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)
Discussions	<ul style="list-style-type: none"> Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary 	<ul style="list-style-type: none"> Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary
Sequencing	<ul style="list-style-type: none"> Systematically sequencing texts and tasks so that they build upon one another Continuing to model close/analytical reading of complex texts during teacher read alouds while also ensuring students develop proficiency in reading complex texts themselves 	<ul style="list-style-type: none"> Focusing on the language demands of texts, particularly those that may be especially difficult for ELs Carefully sequencing tasks to build understanding and effective use of the language in texts

Strategies	Teachers support <i>all</i> students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .
Rereading	<ul style="list-style-type: none"> Rereading the text or selected passages to look for answers to questions or to clarify points of confusion 	<ul style="list-style-type: none"> Rereading the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads) Repeated exposure to rich language over time, focusing on particular language (e.g., different vocabulary) during each reading
Tools	<ul style="list-style-type: none"> Teaching students to develop outlines, charts, diagrams, graphic organizers, or other tools to summarize and synthesize content Teaching students to annotate text (mark text and make notes) for specific elements (e.g., confusing vocabulary, main ideas, evidence) 	<ul style="list-style-type: none"> Explicitly modeling how to use the outlines or graphic organizers to analyze/discuss a model text and providing guided practice for students before they use the tools independently Using the tools as a scaffold for discussions or writing
Writing	<ul style="list-style-type: none"> Teaching students to return to the text as they write in response to the text and providing them with models and feedback 	<ul style="list-style-type: none"> Providing opportunities for students to talk about their ideas with a peer before (or after) writing Providing written language models (e.g., charts of important words or powerful sentences) Providing reference frames (e.g., sentence, paragraph, and text organization frames), as appropriate

Reading Closely

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of reading complex texts closely and thoughtfully to extract and construct meaning. Accordingly, teachers carefully and purposefully prepare reading lessons that facilitate close reading. Teachers select challenging texts that are worth reading and rereading, read texts in advance to determine elements that may be challenging for particular students, and plan a sequence of lessons that supports students to read complex texts with increasing independence. This process requires teachers to analyze the cognitive and linguistic demands of texts, including the sophistication of the ideas or content, students' prior knowledge of the content, and the complexity of the vocabulary, sentences, and organization. In addition, teachers carefully plan instruction to help students interpret implicit and explicit meanings in texts.

As stated in chapter 1, the CA CCSS for ELA/Literacy emphasize the importance of textual evidence “plac[ing] a premium on reading, writing, and speaking grounded in evidence from text, both literary and informational.” Students are expected to “present careful analyses, well-defended claims, and clear information” in response to texts in writing and speaking. Rather than relying exclusively on their background knowledge or general information about a text gleaned from classroom discussions or Internet searches, students are expected to read carefully to make meaning and identify evidence. Students learn to detect the threads of ideas, arguments, or themes in a text, analyze their

connections, and evaluate their credibility and effects on the reader. Such sophisticated analyses begin at the earliest grades by asking *text-dependent* questions; these are questions “that can only be answered by referring explicitly back to the text being read” (Student Achievement Partners 2013). Importantly, these questions are not simply literal recall but include the full range of comprehension (e.g., What does this story really mean? Why do you think so? How does the author let us know?). Questions also address elements of vocabulary, text structure, rhetorical impact, and support for arguments.

Beyond responding to text-dependent questions orally and in writing, students learn to present evidence in their writing and oral presentations to support their arguments and demonstrate a clear analysis of their reading and research. Tied to 21st century learning, students exercise their critical thinking skills to sort through large quantities of information available via technology and determine their credibility. Their aim is to cite evidence that is clear and logical and that argues powerfully for their point of view. Figure 2.11 presents typical functions of text-dependent questions and a process for developing them.

Figure 2.11. Text-Dependent Questions

Typical text-dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words.
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another.
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole.
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts.
- Question why authors choose to begin and end when they do.
- Note and assess patterns of writing and what they achieve.
- Consider what the text leaves uncertain or unstated.

The following seven steps may be used for developing questions:

1. Identify the core understandings and key ideas of the text.
2. Start small to build confidence.
3. Target vocabulary and text structure.
4. Tackle tough sections head-on.
5. Create coherent sequences of text-dependent questions.
6. Identify the standards that are being addressed.
7. Create the culminating assessment.

Source

Student Achievement Partners. 2013. “A Guide to Creating Text-Dependent Questions for Close Analytic Reading.” *Achieve the Core*.

Students have many opportunities to read and discuss a variety of complex texts, asking and answering literal and inferential text-dependent questions to determine textual meanings, and evaluate how authors present their ideas.

During instruction, teachers model how to read text closely by thinking aloud for students, highlighting the literal and inferential questions they ask themselves and the language and ideas they notice while reading. Teachers provide concrete methods for students to read complex texts analytically, offering appropriate levels of scaffolding and encouraging students to read frequently. Students have many opportunities to read and discuss a variety of complex texts, asking and answering literal and inferential text-dependent questions to determine textual meanings, and evaluate how authors present their ideas. There is no single way to teach students to read closely, but techniques should attend to a variety of factors, including the content and linguistic complexity of the text itself. Teacher

modeling, facilitated discussions, guided practice, and self-reflection all help students read closely.

As Snow and O'Connor (2013, 8) state:

. . . the most productive use of close reading will entail its frequent and consistent use as a tool within the context of broader academically productive classroom discussion. As students learn new content, new conceptual structures, new vocabulary and new ways of thinking, they will learn to return to the text as a primary source of meaning and evidence. But their close reading of text will be embedded within the larger motivational context of deep comprehension of complex and engaging topics. In other words, close reading will be deployed as a tool in achieving purposes other than simply learning to do close reading.

Language Development

Language development, especially academic language, is crucial for learning. It is the medium of literacy and learning; it is with and through language that students learn, think, and express. The strands of the CA CCSS for ELA/Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills.” Growth in meaning making, effective expression, content knowledge, and foundational skills depends on students’ increasing proficiency and sophistication in language.

Intimately tied to identity, language is first learned from a child’s parents, family members, and caregivers and is used to accomplish all aspects of daily living. In the early years of schooling, children build on their family foundations and use language to read, write, discuss, present, question, and explore new concepts and subjects. As students progress through the grades, their language develops as the result of learning new content, reading more texts, writing responses and analyses, conversing with teachers and classmates, and researching and presenting ideas—just as their ability to accomplish these tasks develops as the result of increases in language. Vocabulary, syntax, and grammatical structures are deliberately developed and supported in all grade levels and disciplines, and instruction in academic language occurs in meaningful contexts. Students have reasons to learn language and many opportunities to use new language for genuine purposes.

As students progress through the grades, their language develops as the result of learning new content, reading more texts, writing responses and analyses, conversing with teachers and classmates, and researching and presenting ideas—just as their ability to accomplish these tasks develops as the result of increases in language.

In reading, children (RL/RI.K–12.4) move from identifying unknown words and phrases in text in kindergarten and first grade to interpreting figurative and connotative meanings and analyzing the impact of word choice on meaning and tone in grades six and above. In writing, students employ language to communicate opinions (W.K–5.1) and arguments (W.6–12.1), to inform and explain (W.K–12.2), and to narrate events and imagined experiences (W.K–12.3). In language, vocabulary is the focus of students' work as they determine the meaning of words and phrases in text using an increasingly sophisticated array of strategies (L.K–12.4). Students explore connections between words, demonstrate understanding of nuances in words, and analyze word parts (L.K–12.5) as they acquire and use general academic and domain-specific words and phrases in reading, writing, speaking, and listening (L.K–12.6). The CA ELD Standards also draw particular attention to domain-specific and general academic vocabulary knowledge and usage and their prevalence in academic contexts.

Language demands of academic tasks increase from the early elementary years to secondary schooling; students continuously develop the facility to interpret and use academic English.

Some students may be unfamiliar with the language necessary to engage in some school tasks, such as participating in a debate about a controversial topic, writing an explanation about how something works in science, taking a stand in a discussion and supporting it with evidence, comprehending a historical account or a math problem in a textbook, or critiquing a story or novel. The language used in these tasks varies based on the discipline, topic, mode of communication, and even the relationships among the people involved in the tasks. Language demands of academic tasks increase from the early elementary years to secondary schooling; students continuously develop the facility to interpret and use academic English. Figure 2.12 describes the concept of academic language in more detail.

Figure 2.12. Academic Language

Academic language broadly refers to the language used in school to help students develop content knowledge and to convey their understandings of this knowledge. It is different than the type of English used in informal, or everyday, social interactions. For example, the way we describe a movie to a friend is different from the way a movie review is written for a newspaper. These two communicative acts or texts have different audiences and purposes (to persuade someone to do something versus to entertain and inform readers). Similarly, the text structure and organization of an oral argument is different than that of a written review because the purpose is different.

There are some features of academic English that are common across disciplines, such as general academic vocabulary (e.g., *evaluate, infer, resist*), but there is also variation based on the discipline, such as domain-specific vocabulary (e.g., *metamorphic, parallelogram*). However, academic English encompasses more than vocabulary. In school or other academic settings, students choose particular ways of using language or language resources to meet the expectations of the people with whom they interact or the academic tasks they are assigned. Although these language resources include vocabulary, they also include ways of combining clauses to show relationships between ideas, expanding sentences to add precision or detail, or organizing texts in cohesive ways. Language resources enable students to make meaning and achieve specific purposes (e.g., persuading, explaining, entertaining, describing) with different audiences in discipline-specific ways.

From this perspective, language is a meaning-making resource, and *academic English* encompasses discourse practices, text structures, grammatical structures, and vocabulary—all inseparable from meaning (Bailey and Huang 2011; Wong-Fillmore and Fillmore 2012; Schleppegrell 2004; Snow and Uccelli 2009). As indicated, academic English shares characteristics across disciplines (it is densely packed with meaning, authoritatively presented, and highly structured) but is also highly dependent upon disciplinary content (Christie and Derewianka 2008; Derewianka and Jones 2012; Mbye 2010; Schleppegrell 2004).

Not all children come to school equally prepared to engage with academic English. However, all students can learn academic English, use it to achieve success in academic tasks across the disciplines, and build upon it to prepare for college and careers. Attending to how students use the language resources of academic English to make meaning and achieve particular social purposes is critically important. Deep knowledge about how language works allows students to

- represent their experiences and express their ideas effectively;
- interact with a broader variety of audiences; and
- structure their messages intentionally and purposefully in order to achieve particular purposes.

For more on the characteristics of academic English, see chapter five of the CA ELD Standards (CDE 2014a).

Vocabulary

Over the past several decades, vocabulary knowledge has been repeatedly identified as a critical and powerful factor underlying language and literacy proficiency, including disciplinary literacy (e.g., Graves 1986; Chall, Jacobs, and Baldwin 1990; Beck and McKeown 1991; Carlisle 2010).

Research points to the effectiveness of a comprehensive and multifaceted approach to vocabulary instruction (Graves 2000, 2006, 2009; Stahl and Nagy 2006) involving a combination of several critical components:

- Providing rich and varied language experiences, including wide reading, frequent exposure to rich oral and written language, teacher read alouds, talking about words, and classroom discussions
- Teaching individual words (both general academic and domain specific) actively to develop deep knowledge of them over time, including new words for known concepts, new words for new concepts, and new meanings for known words.
- Teaching independent word-learning strategies, including using context clues, word parts (morphology), cognates, and resources such as dictionaries to determine a word's meaning
- Fostering word consciousness and language play

Deciding which words to teach is important. Figure 2.13 displays a model for conceptualizing categories of words (Beck, McKeown, and Kucan 2013). The levels, or tiers, range in terms of commonality and applicability of words. Conversational, or Tier One, words are the most frequently occurring words with the broadest applicability. Domain-specific, or Tier Three, words are the least frequently occurring with the narrowest applicability.

Most children acquire conversational vocabulary without much teacher support, although explicit instruction in this corpus of words may need to be provided to some ELs, depending on their experience using and exposure to conversational English. Domain-specific, or Tier Three, words—crucial for knowledge acquisition in content areas—are typically taught in the context of the discipline; definitions are often provided both by texts and teachers. Target words are used repeatedly, and additional support for understanding, such as diagrams or glossary entries, is offered. General academic, or Tier Two, words are considered by some to be the words most in need of attention (Beck, McKeown, and Kucan 2013; NGA/CCSSO 2010a: Appendix A, 33). Tier Two words impact meaning, yet they are not likely to be defined in a text. They appear in many types of texts and contexts, sometimes changing meaning in different disciplines. Teachers make vital decisions about which words to teach.

Figure 2.13. Categories of Vocabulary

Vocabulary	Definition	Examples
Conversational (Tier One)	Words of everyday use	<i>happy, dog, run, family, boy, play, water</i>
General Academic (Tier Two)	Words that are far more likely to appear in text than in everyday use, are highly generalizable because they appear in many types of texts, and often represent precise or nuanced meanings of relatively common things	<i>develop, technique, disrupt, fortunate, frightening, enormous, startling, strolled, essential</i>
Domain-Specific (Tier Three)	Words that are specific to a domain or field of study and key to understanding a new concept	<i>equation, place value, germ, improvisation, tempo, percussion, landform, thermometer</i>

Recent research with ELs in kindergarten through grade twelve demonstrates the positive effects of focusing on domain-specific and general academic vocabulary through rich instruction using sophisticated texts (August, Carlo, Dressler, and Snow 2005; Calderón, and others 2005; Carlo, and others 2004; Kieffer and Lesaux 2008; 2010; Silverman 2007; Snow, Lawrence, and White 2009; Spycher 2009). Moreover, a panel convened by the U.S. Department of Education's Institute for Education Sciences (IES) to develop a practice guide for teachers, *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, recommends teaching “a set of academic vocabulary words intensively across several days using a variety of instructional activities” (Baker, and others 2014, 3). Three additional recommendations include integrating oral and written English language instruction into content-area teaching; offering regular, structured opportunities to develop written language skills; and providing small-group instructional intervention to students struggling in areas of literacy and English language development.

Recent research with ELs in kindergarten through grade twelve demonstrates the positive effects of focusing on domain-specific and general academic vocabulary through rich instruction using sophisticated texts.

Cognates are a rich linguistic resource for ELs, and teachers draw attention to cognates to ensure that all students are aware of their power. Cognates are words in two or more languages that sound and/or look the same or very nearly the same and that have similar or identical meanings. For example, the word *animal* in English and the word *animal* in Spanish are clearly identifiable cognates

Because of the abundance of words with Latin roots in English language arts, science, and history texts, cognates are especially rich linguistic resources to exploit for academic English language development for Spanish-speaking ELs and other ELs whose primary languages are derived from Latin.

because they are spelled the same, sound nearly the same, and have the same meaning. However, while some cognates are easy to identify because of their similar or identical spelling, others are not so transparent (e.g., *gato/cat*, *estatua/statue*). In addition, some cognates appear infrequently in one language or the other, or in both English and the primary language, and are therefore unlikely to be known by younger ELs (*organismo/organism*). Because of the abundance of words with Latin roots in English language arts, science, and history texts, cognates are especially rich linguistic resources to exploit for academic English language development for Spanish-speaking ELs and other ELs whose primary languages are derived from Latin. (Bravo, Hiebert, and Pearson 2005; Carlo, and others 2004; Nagy, and others 1993). Teachers help students develop awareness of cognates, and use morphological *clues* to derive word meanings based on the students' primary languages. For example, teachers show

students that word endings for nouns and adjectives in Spanish have English counterparts (e.g., *creatividad/creativity*, *furioso/furious*).

Grammatical and Discourse-Level Understandings

While academic vocabulary is a critical aspect of academic English, it is only one part. Language is a social process and a meaning-making system, and grammatical structures and vocabulary interact to form registers that vary depending upon context and situation (Halliday and Matthiessen 2004). Furthermore, discourse structures or the organization of texts differ by discipline. Advanced English proficiency hinges on the mastery of a set of academic registers used in academic settings and texts that “construe multiple and complex meanings at all levels and in all subjects of schooling” (Schleppegrell 2009, 1). Figure 2.14 presents the concept of register in more detail.

Figure 2.14. Understanding Register

Register refers to the ways in which grammatical and lexical resources are combined to meet the expectations of the context (i.e., the content area, topic, audience, and mode in which the message is conveyed). In this sense, “register variation” (Schleppegrell 2012) depends on what is happening (the content), who the communicators are and what their relationship is (e.g., peer-to-peer, expert-to-peer), and how the message is conveyed (e.g., written, spoken, or other format). More informal or “spoken-like” registers might include chatting with a friend about a movie or texting a relative. More formal or “written-like” *academic* registers might include writing an essay for history class, participating in a debate about a scientific topic, or providing a formal oral presentation about a work of literature. The characteristics of these academic registers, which are critical for school success, include specialized and technical vocabulary, sentences and clauses that are densely packed with meaning and combined in purposeful ways, and whole texts that are highly structured and cohesive in ways dependent upon the disciplinary area and social purpose (Christie and Derewianka 2008; Halliday and Matthiessen 2004; O’Dowd 2010; Schleppegrell 2004).

Many students often find it challenging to move from more everyday or informal registers of English to more formal academic registers. Understanding and gaining proficiency with academic registers and the language resources that build them opens up possibilities for expressing ideas and understanding the world. From this perspective, teachers who understand the lexical, grammatical, and discourse features of academic English and how to make these features explicit to their students in purposeful ways that build both linguistic and content knowledge are in a better position to help their students fulfill their linguistic and academic potential.

Teaching about the grammatical patterns found in specific disciplines has been shown to help students with their reading comprehension and writing proficiency. The aims are to help students become more conscious of how language is used to construct meaning in different contexts and to provide them with a wider range of linguistic resources. Knowing how to make appropriate language choices will enable students to comprehend and construct meaning in oral and written texts. Accordingly, instruction should focus on the language features of the academic texts students read and are expected to write in school (e.g., arguments, explanations, narratives). Instruction should also support students’ developing awareness of and proficiency in using the language features of these academic registers (e.g., how ideas are condensed in science texts through nominalization, how arguments are constructed by connecting clauses in particular ways, or how agency is hidden in history texts by using the passive voice) so that they can better comprehend and create academic texts (Brisk 2012; Gebhard, Willett, Jimenez, and Piedra 2011; Fang and Schleppegrell 2010; Gibbons 2008; Hammond 2006; Rose and Acevedo 2006; Schleppegrell and de Oliveira 2006; Spycher 2007).

It is important to position all students, particularly culturally and linguistically diverse learners, as competent and capable of achieving academic literacy. It is especially important to provide all learners an intellectually challenging curriculum with appropriate levels of support, designed for *apprenticing* them to use disciplinary language successfully. Features of academic language should be made transparent to students to build their critical awareness and proficient use of language (Christie 2012; Derewianka 2011; Gibbons 2009; Halliday 1993; Hyland 2004; Schleppegrell 2004; Spycher 2013).

Effective Expression

Reading, writing, speaking, listening, and language are tools for effective communication across the disciplines. The CA CCSS for ELA/Literacy make this clear by including standards for reading and writing literary and informational text in kindergarten through grade twelve and by including standards for literacy in history/social studies, science, and technical subjects in grades six through twelve. Students express their understandings and thinking in a variety of ways—through writing, speaking, digital media, visual displays, movement, and more. These expressions are both the products of students' learning and the ways in which they learn. The reciprocal nature of reading, writing, speaking, and listening is such that each is constantly informed by the others. The CA CCSS

Students write for a range of tasks, purposes, and audiences over extended and shorter time frames. Writing serves to clarify students' thinking about topics and help them comprehend written and oral texts.

for ELA/Literacy and the CA ELD Standards emphasize this reciprocity by calling for students to reflect in their writing and speaking their analysis of evidence obtained by reading, listening, and interacting (W.K–12, Standards 1–3; W.4–12.9; SL.K–12, Standards 1–2, SL.K–12, Standards 4–6; ELD.PI.K–12, Standards 1–4; ELD.PI.K–12, Standards 9–12). Students learn to trace an argument in text and to construct arguments in their own writing. They draw on text evidence to make a point and to convey information in explanations and research projects. They do this in every content area as they express themselves through writing and speaking informally and formally, such as in giving presentations.

Specifically, students write opinions in kindergarten through grade five and arguments in grades six through twelve (W.K–12.1); they write informative and explanatory texts (W.K–12.2); and they write narratives (W.K–12.3). They learn to produce this writing clearly and coherently and use technology to produce, publish, and interact with others regarding their writing. Students strengthen their writing by engaging in planning, revising, editing, rewriting, and trying new approaches. Students write for a range of tasks, purposes, and audiences over extended and shorter time frames. Writing serves to clarify students' thinking about topics and help them comprehend written and oral texts.

Students speak informally and formally as they participate in learning experiences, interact with texts, and collaborate to share understandings and work on projects. They engage in discussions regularly. Students use formal speech when they orally describe, tell, recite, present, and report stories, experiences, and information (SL.K–5.4). Students present claims and findings in formal oral presentations; these include various types of speech, including argument, narrative, informative, and response to literature (SL.6–12.4). From the earliest grades, students engage in collaborative conversations regarding grade-level topics and texts. Teachers guide students to engage respectfully and effectively in these classroom conversations, just as they guide students to meet criteria for effectiveness in more formal presentations.

Effective expression in writing, discussing, and presenting depends on drawing clear understandings from and interacting with oral, written, and visual texts. These understandings may be literal or inferential and are impacted by students' knowledge of the topic and comprehension of the underlying language structures of the texts. Cogent presentations in speaking and writing result from repeated encounters with texts; these encounters are driven by different purposes, which help students analyze and interpret texts in terms of validity and linguistic and rhetorical effects. Analyzing what a text says and an author's purpose for saying it in the way he or she does, permits students to consider their own

Effective expression in writing, discussing, and presenting depends on drawing clear understandings from and interacting with oral, written, and visual texts.

rhetorical stance in writing and speaking. Students become effective in their expression when they are able to make linguistic and rhetorical choices based on the models they read and hear and the text analyses they conduct. Their knowledge of and ability to use language conventions, including accurate spelling, also contributes to their effective expression.

The Special Role of Discussion

Because well-organized classroom conversations can enhance academic performance (Applebee 1996; Applebee, and others 2003; Cazden 2001; Nystrand 2006), students have multiple opportunities **daily** to engage in academic conversations about text with a range of peers. Some conversations are brief, and others involve sustained exchanges. Kamil and others (2008, 21) note that “discussions that are particularly effective in promoting students’ comprehension of complex text are those that focus on building a deeper understanding of the author’s meaning or critically analyzing and perhaps challenging the author’s conclusions through reasoning or applying personal experiences and knowledge.”

CCR Anchor Standard 1 in Speaking and Listening underscores the importance of these collaborations and requires students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.” “Such plentiful occasions for talk—about content, structure and rhetorical stance—cultivate students’ curiosity, motivation, and engagement; develop their thinking through sharing ideas with others; and prepare them to participate fully in [college]-level academic work” (Katz and Arellano 2013, 47). Other purposes of academic conversations include promoting independent literacy practices and encouraging multiple perspectives. “When students are able to ‘make their thinking visible’ (Schoenbach, Greenleaf, and Murphy 2012) to one another (and become aware of it themselves) through substantive discussions, they eventually begin to take on the academic ‘ways with words’ (Heath 1983) they see classmates and teachers skillfully using” (Katz and Arellano 2013, 47).

Being productive members of academic conversations “requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains” (CDE 2013, 26). Learning to do this requires instructional attention. Educators teach students how to engage in discussion by modeling and providing feedback and guiding students to reflect on and evaluate their discussions.

Being productive members of academic conversations “requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.”

Promoting rich classroom conversations demands planning and preparation. Teachers consider the physical environment of the classroom, including the arrangement of seating; routines for interaction, including behavioral norms and ways for students to build on one another’s ideas; scaffolds, such as sentence starters or sentence frames; effective questioning, including the capacity to formulate and respond to good questions; flexible grouping; and structures for group work that encourages all students to participate equitably.

(For additional ideas on how to support ELs to engage in academic conversations, see the section in this chapter on ELD instruction.) Figure 2.15 provides examples of a range of structures for academic conversations.

Figure 2.15. Structures for Engaging All Students in Academic Conversations

Rather than posing a question and taking immediate responses from a few students, teachers employ more participatory and collaborative approaches such as those that follow. Teachers also ensure that students interact with a range of peers. For each of the illustrative examples provided here, teachers emphasize extended discourse, that is, multiple exchanges between students in which they engage in rich dialogue. It is also important that teachers select approaches that support the needs of students and encourage varying types of interaction.

Think-Pair-Share

A question is posed and children are given time to think individually. Then each student expresses his or her thoughts and responds to a partner, asking clarifying questions, adding on, and so forth. The conversation is often expanded to a whole-class discussion. (Lyman 1981)

Think-Write-Pair-Share

Students respond to a prompt or question by first thinking independently about their response, then writing their response. They then share their thoughts with a peer. The conversation is often expanded to a whole-group discussion.

Quick Write/Quick Draw

Students respond to a question by quickly writing a few notes or rendering a drawing (e.g., a sketch of the water cycle) before being asked to share their thinking with classmates.

Literature/Learning Circles

Students take on various roles in preparation for a small-group discussion. For example, as they listen to, view, or read a text, one student attends to and prepares to talk about key vocabulary, another student prepares to discuss diagrams in the text, and a third student prepares questions to pose to the group. When they meet, each student has a turn to share and others are expected to respond by asking clarifying questions as needed and reacting to and building on the comments of the student who is sharing. (Daniels 1994)

Inside-Outside Circles

Students think about and mentally prepare a response to a prompt such as *What do you think was the author's message in the story?* or *Be ready to tell a partner something you found interesting in this unit of study.* Students form two circles, one inside the other. Students face a peer in the opposite circle. This peer is the person with whom they share their response. After brief conversations, students in one circle move one or more peers to their right in order to have a new partner, thus giving them the opportunity to articulate their thinking again and hear a new perspective. (Kagan 1994)

Discussion Web

Students discuss a debatable topic incorporating listening, speaking, reading, and writing. Students are given content-based reading, a focusing question, and clear directions and scaffolds for developing arguments supporting both sides of the question. (Alvermann 1991; Buehl 2009)

Expert Group Jigsaw

Students read a text and take notes, then work together in small (3–5 students) *expert groups* with other students who read the same text to compare notes and engage in an extended discussion about the reading. They come to a consensus on the most important things to share with others who did not read the same text. Then, they convene in small *jigsaw groups* to share about what they read and to gather information about what others read. Finally, the expert groups reconvene to compare notes on what they learned.

Structured Academic Controversy

Like the Discussion Web, Structured Academic Controversy is a cooperative approach to conversation in which small teams of students learn about a controversial issue from multiple perspectives. Students work in pairs, analyzing texts to identify the most salient parts of the argument from one perspective. Pairs present their arguments to another set of partners, debate the points, and then switch sides, debating a second time. Finally, the students aim to come to consensus through a discussion of the strengths and weaknesses of both sides of the argument. (Johnson and Johnson 1999)

Opinion Formation Cards

Students build their opinion on a topic as they listen to the ideas of others. Students have *evidence cards*—small cards with different points of evidence drawn from a text or texts. Students meet with other students who have different points of evidence, read the points to each other, state their current opinions, ask questions, and prompt for elaboration. (Zwiers, O’Hara, and Pritchard 2014)

Socratic Seminar

Students engage in a formal discussion in which the leader asks open-ended questions based on a text. The teacher facilitates the discussion as students listen closely to the comments of others, ask questions, articulate their own thoughts, and build on the thoughts of others. (Israel 2002)

Philosopher’s Chair, Strategic Collaborative Instruction, Constructive Conversations, and Argument Balance Scales are examples of other strategies, and there are many others.

Teachers and students plan ways to assess and build accountability for collaborative conversations. Possible items to consider include the following:

- Active Listening – Students use eye contact, nodding, and posture to communicate attentiveness.
- Meaningful Transitions – Students link what they are about to say to what has just been said, relating it to the direction/purpose of the conversation.
- Shared Participation – All students share ideas and encourage table mates to contribute.
- Rigor and Risk – Students explore original ideas, ask important questions that do not have obvious or easy answers, and look at the topic in new ways.
- Focus on Prompt – Students help each other remain focused on the key question, relating their assertions back to the prompt.
- Textual/Evidentiary Specificity – Students refer often and specifically to the text in question or to other evidence that supports their claims.
- Open-Minded Consideration of All Viewpoints – Students are willing to alter initial ideas, adjust positions to accommodate others’ assertions, and “re-think” claims they have made.

These can be assessed on a three-point rating scale (*clear competence, competence, little competence*) by the teacher and, as appropriate for their grade, the students.

Content Knowledge

Reading, writing, speaking, listening, and language are tools for acquiring, constructing, and conveying knowledge. Students who exhibit the capacities of literate individuals build strong content knowledge. As stated in the CA CCSS for ELA/Literacy, “Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking” (CDE 2013, 6).

The building and acquisition of content knowledge is a dominant theme across the strands of standards. In the Reading strand, students read a range of texts, including informational texts, and demonstrate an understanding of the content (RL/RI.K–12, Standards 1–3) and an ability to integrate knowledge and ideas (RL/RI.K–12, Standards 7–9). They acquire knowledge of written and spoken language as they achieve the foundational skills (RF.K–5, Standards 1–4) and learn language conventions (L.K–5, Standards 1–3). Other strands of the language arts, too, include attention to content knowledge. Students acquire the vocabulary of the disciplines (L.K–12, Standards 4–6). They learn to convey knowledge of structures, genres, and ideas as they write (W.K–12, Standards 1–3),

speak (SL.K–5, Standards 1–3), and present ideas and information (SL.K–5, Standards 4–6). They engage in research to build and share knowledge with others (W.K–12, Standards 7–9). The CA ELD Standards facilitate ELs' acquisition and expression of knowledge in all content areas.

Reciprocity is pivotal; content knowledge contributes to advancement in reading, writing, and language, and skill in the language arts enables the acquisition, construction, and expression of content knowledge. Willingham (2009) highlights the importance of knowledge in bridging gaps in written text. Since most texts make assumptions about what a reader knows, the information necessary to understand a text is not necessarily explicitly provided. The role of knowledge in resolving ambiguity in comprehension can be important as well. Studies indicate that students who know more about the topic of a text comprehend better than what might be predicted by their reading skills (Willingham, 2009).

How is content knowledge best developed? It is the result of many practices, but first and foremost is the place of content instruction within the school schedule. From the earliest grades, children need to learn history/social studies, science, mathematics, literature, languages, physical education, health, and the visual and performing arts. They learn these subjects through hands-on and virtual experiences, explorations and inquiries, demonstrations, lectures, discussions, and texts. It is essential that students be provided robust, coherent programs based on content standards. Whether students encounter content texts within their language arts, designated ELD, or within a designated period for the subject, content texts should be consistent with the content standards for the grade and reinforce content learning. Students also pursue their own interests through content texts, chiefly by means of an independent reading program.

Developing foundational skills in reading should occupy an important space in the school day in the early grades. Providing extra time for students who are experiencing difficulty in reading during the early grades and beyond is also important. However, focusing on language arts or strategy instruction

to the exclusion of content instruction does not result in better readers and writers. Rather, school teams need to make strategic decisions in planning school schedules and establishing grouping to meet the needs of students for learning foundational skills and content.

Content knowledge is also built by reading a wide range of texts both in school and independently. Students should read widely across a variety of disciplines in a variety of settings to learn content and become familiar with the discourse patterns unique to each discipline. (See section on wide reading and independent reading earlier in this chapter.) In addition, students who engage in inquiry- and project-based learning, including civic learning experiences,

have opportunities to read and hear content texts within real-world contexts that enhance students' engagement by piquing their interests and connecting with their own lives.

Content knowledge is strengthened as students become proficient readers, writers, speakers, and listeners. As students progress through the grades, their increasing skill in the strands of the language arts supports their learning of content. From the earliest grades, students learn that texts are structured differently in different disciplines, that words have different meanings depending on

From the earliest grades, children need to learn history/social studies, science, mathematics, literature, languages, physical education, health, and the visual and performing arts. They learn these subjects through hands-on and virtual experiences, explorations and inquiries, demonstrations, lectures, discussions, and texts.

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the topics, and that sentences may be patterned in ways unique to particular fields. Developing metalinguistic awareness of the variety of lexical and grammatical patterns and text structures that are both unique and common across disciplines builds both literacy and content knowledge.

In discussing the development of content knowledge and text selection, the CA CCSS for ELA/Literacy recommend a systematic process (CDE 2013, 43):

Building knowledge systematically . . . is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics . . .

Foundational Skills

Acquisition of the foundational skills of literacy—print concepts, phonological awareness, phonics and word recognition, and fluency—is crucial for literacy achievement. In order for students to independently learn with and enjoy text and express themselves through written language they need to develop facility with the alphabetic code. This framework recognizes that early acquisition of the foundational skills is imperative. The sooner children understand and can use the alphabetic system for their own purposes, the more they can engage with text, which is the very point of learning the foundational skills. The more students engage with text, the more language and knowledge and familiarity with the orthography (written system) they acquire, which in turn support further literacy development.

Attention to each of the program components, including Meaning Making, Language Development, Effective Expression, and Content Knowledge, is essential *at every grade level*, and the Foundational Skills are critical contributors to their development. In other words, development of the foundational skills is a necessary, but not sufficient, condition for students to appreciate and use the written system—to make meaning with it, continue to acquire rich language from interactions with it, express themselves effectively in writing, and gain knowledge from text sources. It is crucial that educators understand the importance of the foundational skills and act on that knowledge by closely monitoring students' skill development and providing excellent, differentiated instruction. The placement of discussions of foundational skills in this framework and of the listing of the standards themselves (that is, following other discussions and standards) should by no means suggest that they are a lower priority than other aspects of the curriculum. Indeed, achievement of the foundational skills is given high priority in ELA/literacy instruction in the early years and sufficient priority in later years to meet, as appropriate, the needs of older children and adolescents.

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Students acquire foundational skills through excellent, carefully designed systematic instruction and ample opportunities to practice. Students of any grade who struggle with foundational skills should be provided additional, sometimes different, instruction while also having access to and participating in the other components of ELA/literacy programs and subject matter curricula (e.g., science, social studies, mathematics). This requires creative and collaborative planning by educators. Chapters 3–5 in this *ELA/ELD Framework* discuss the foundational skills that should be acquired at

each grade level for students whose first language is English, and chapter 9 provides guidance for serving students who experience difficulty with literacy. Chapters 3–7 also discuss foundational skills instruction for ELs who may require it due to their particular background experiences and learning needs.

Amplification of the Key Themes in the CA ELD Standards

The CA ELD Standards amplify the importance of the key themes for ELs at all English language proficiency levels. The CA ELD Standards in Part I focus on meaningful interaction with others and with oral and written texts via three modes of communication: collaborative, interpretive, and productive. The standards in Part II focus on how English works to make meaning via three broad language processes: structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas. Part III of the CA ELD Standards highlights the importance of considering individual background knowledge and skills when providing foundational skills instruction for ELs who require it. In addition to amplifying the key themes, the CA ELD Standards signal to teachers how ELs at particular stages of English language development (Emerging, Expanding, Bridging) can be supported to develop the language knowledge, skills, and practices called for in the CA CCSS for ELA/Literacy and other content standards.

The CA ELD Standards amplify the emphasis the CA CCSS for ELA/Literacy place on developing language awareness and flexible use of English across disciplines, topics, audiences, tasks, and purposes.

Meaning Making and Content Knowledge

As do all students in instruction based on the CA CCSS for ELA/Literacy, ELs at every level of English language proficiency interpret oral and written texts on a regular and frequent basis. They use comprehension strategies and analytical skills to grasp texts' meanings demonstrating their understandings differently across the three English language proficiency levels. When explaining their thinking about the literary and informational texts they read closely (ELD.PI.K–12.6) or listen to actively (ELD.PI.K–12.5), ELs at the Emerging level of English language proficiency typically need substantial support, such as sentence frames or graphic organizers. They may convey their understandings by using short sentences and a more limited set of vocabulary than students at the Expanding or Bridging levels. However, as the CA ELD Standards indicate, ELs at all three proficiency levels are able to engage in intellectually-rich activities in which meaning making and developing content knowledge are the focus.

Language Development and Effective Expression

The CA ELD Standards amplify the emphasis the CA CCSS for ELA/Literacy place on developing language awareness and flexible use of English across disciplines, topics, audiences, tasks, and purposes. This amplification is featured prominently in both Parts I and II of the CA ELD Standards. For example, in Part I, students develop language awareness when analyzing and evaluating the language choices speakers and writers make for their effectiveness in conveying meaning (ELD.PI.K–12, Standards 7–8), when selecting particular vocabulary or other language resources to write for specific purposes or audiences (ELD.PI.K–12.12), or when adjusting their own language choices when interacting through speaking or writing (ELD.PI.2–12.4). Knowledge of how English works is a major focus of Part II of the CA ELD Standards. English learner students develop proficiency in structuring cohesive texts, using their understanding of text organization and cohesive devices (e.g., linking words and phrases) (ELD.PII.K–12, Standards 1–2), and they apply their growing knowledge of language resources to create precise and detailed texts that convey meaning effectively (ELD.PII.K–12, Standards 3–7).

Foundational Skills

As noted previously, foundational skills instruction for ELs needs to be differentiated based on a variety of factors, including age, similarities between the primary language and English, and oral language proficiency in English. For ELs enrolled in a mainstream program in which English is the medium of instruction, teachers provide foundational literacy skills in English as specified in the CA CCSS for ELA/Literacy using the CA ELD Standards guidance charts (included in the grade-span chapters of this *ELA/ELD Framework*) to plan differentiated instruction based on student needs. For ELs enrolled in an alternative bilingual program (e.g., dual immersion, two-way immersion, developmental bilingual), teachers use the CA CCSS for ELA/Literacy and the CA ELD Standards in

Building foundational skills in English according to a careful scope and sequence is critical to ensure that ELs develop the foundational literacy skills to accurately and fluently decode complex texts in English as they enter into the upper elementary grades.

tandem with the CCSS-aligned primary language standards to develop students' foundational literacy skills in both the primary language and English. Building foundational skills in English according to a careful scope and sequence is critical to ensure that ELs develop the foundational literacy skills to accurately and fluently decode complex texts in English as they enter into the upper elementary grades.

It is important to note that *pronunciation differences* due to native language, dialect influences, or regional accent should not be misunderstood as decoding or comprehension difficulties. In addition, both teachers and ELs need to understand the importance of making meaning as students practice and develop fluent decoding skills. Some ELs may not

know the meanings of the words they decode, and teachers should teach students the meanings of as many of the words they decode as possible, emphasizing meaning making while decoding to reinforce the importance of monitoring their own comprehension while reading.

Approaches to Teaching and Learning

Approaches to teaching and learning support the implementation of the goals, instructional context, and key themes for ELA, literacy, and ELD instruction described throughout this *ELA/ELD Framework*. Described in this section are approaches for enacting effective teaching methodologies, providing culturally and linguistically responsive instruction, and supporting students strategically. All require purposeful planning and collaboration among teachers, specialists, and other leaders.

Intentional Teaching

Effective teaching is intentionally planned regardless of the model of instruction. While variations occur in response to student learning and events in the moment, or even as a part of an instructional model, the purposes of instruction are clear and coherent. The goals for instruction are collaboratively determined by the instructional team in response to assessed student needs and the curriculum. Instruction is planned to build students' skills, knowledge, and dispositions for learning over the course of each teaching unit and year. Selected instructional methods are well matched to instructional goals, content, and learners' needs and maximize opportunities for applying and transferring knowledge to new settings and subjects.

Models of Instruction

Teaching is a complex and dynamic act. Approaches to instruction vary widely, and excellent teachers employ different approaches as appropriate for the lesson objectives and their students. Briefly described in this section are three broad models of instruction: inquiry-based instruction, collaborative learning, and direct instruction. It is important to note that a single lesson may entail one or more of these approaches and that teachers' approaches to teaching and learning are not limited to those discussed here.

Teaching is a complex and dynamic act. Approaches to instruction vary widely, and excellent teachers employ different approaches as appropriate for lesson objectives and their students.

Inquiry-Based Learning

Inquiry-based learning, broadly defined, involves students' pursuit of knowledge through their interaction with materials, resources, and peers rather than predominantly through teacher input. Students make observations, generate questions, investigate, develop explanations, and sometimes create products. An inquiry approach can be used in a single lesson or can extend over several days or weeks. Inquiry-based learning is driven by students' questions. The teacher may introduce students to a problem or issue, perhaps by conducting a demonstration, sharing a video or text, or capitalizing on a local or global current event. Or, the questions may arise from the students' observations of and interactions with their worlds. Inquiry-based learning promotes the integration of the language arts as students read and engage with one another to formulate and refine their questions, develop plans for answering them, produce written texts and performances, and share their findings with others. Inquiry-based learning also promotes the integration of reading, writing, speaking, and listening across content areas as students pursue knowledge relevant to their inquiry.

The CA CCSS for ELA/Literacy related to research (W.K–3, Standards 7–8; W.4–12, Standards 7–9; WHST.6–12, Standards 7–9) that begin in kindergarten are likely to be accomplished through inquiry-

Inquiry-based learning, broadly defined, involves students' pursuit of knowledge through their interaction with materials, resources, and peers rather than predominantly through teacher input.

based learning. Students pursue questions, locate information, and present their findings to one another. Contrived questions are less likely to generate students' interest and effort than authentic questions that emerge from students' lives, experiences, or the curricula. For example, two students are interested in learning more about infectious diseases after studying the Black Plague in a history unit. They define their question: What infectious diseases threaten human populations today? Next they pursue information, accessing digital and paper sources and interviewing a peer's parent who is a physician. Through these meaningful interactions with texts and with others, they refine their question and continue their research. They organize and synthesize the

information they gather, consult with their teacher, summarize their analyses, and prepare and deliver a formal presentation of their findings for their classmates. They also prepare a tri-fold brochure which includes information about disease trends, symptoms, effects, and prevention.

The products of inquiry-based learning become especially meaningful to students when they are prepared for and presented to audiences beyond the teacher. After teacher review, students post their products on a class Web page or distribute them to non-school personnel for meaningful purposes. For example, a student who conducts research on food production shares a flyer he produces on the benefits of organic food with the organizers of a local farmers market and gains their agreement to display the flyer at their information booth.

Collaborative Learning

Collaborative learning, which may occur face-to-face or virtually, involves two or more students working together toward a shared academic goal. Each student contributes to the other students' learning. Many models of collaborative learning exist. Some collaborations take place over the course of a few minutes; others occur over days or weeks. For example, students meet with a peer to discuss their interpretation of a poem. Or, they work for several days in pairs to develop a multimedia presentation about the poem and its historical and literary relevance.

Reciprocal teaching (Palinscar and Brown 1984) is a more structured type of collaborative learning. In small groups, students discuss a text with the focus on making meaning and comprehension monitoring. They employ four comprehension strategies: summarizing, questioning, clarifying, and predicting. Using a gradual release of responsibility approach (see elsewhere in this chapter), teachers initially direct the discussion. They lead the group, model the strategies, scaffold students' efforts to contribute to the discussion, and provide feedback. Increasingly, the responsibility for directing the discussion is handed over to the students, and each student has a turn leading the discussion and directing the use of the comprehension strategies, thereby ensuring equitable participation. Sometimes, students each take on only one of the roles (i.e., one student summarizes the text, a different student poses questions, and so forth) each contributing to the group discussion. Reciprocal teaching has been implemented effectively at all grade levels and with a range of readers and text types (Stahl 2013); it also has been successfully applied in recent years to meet the needs of ELs and students with disabilities (Klingner, and others 2004; Vaughn, and others 2011).

Many of the CA CCSS for ELA/Literacy and the CA ELD Standards require collaboration. For example, Speaking and Listening Standard 1 demands that students engage effectively in a range of collaborative discussions; Writing Standards 5 and 6 explicitly call for collaboration as well. Although collaboration is not named in the research-related standards in the Writing strand, it is likely to be a prominent feature of learning experiences that address these standards. Collaborative learning promotes communication among students; it is particularly beneficial for ELs because peer interaction contributes to the development of language. Beyond the benefits of increased learning and comprehension, collaborative learning also results in the following:

Collaborative learning promotes communication among students; it is particularly beneficial for ELs because peer interaction contributes to the development of language.

- Students interact with diverse peers, thus building relationships and coming to understand diverse perspectives.
- Students share their knowledge with one another.
- Students' thinking becomes transparent.
- Students use academic language to convey their understandings of content.

Direct Instruction

Although there are variations of direct instruction, what different models have in common is the straightforward, systematic presentation of information by the teacher. Direct instruction generally involves the following:

- The teacher states the lesson objective and its importance.
- The teacher provides input, which may include explanations, definitions, and modeling, connects the new skill or learning with previously learned concepts, and checks for students' understanding.

- The teacher has students practice the new learning under his or her guidance, provides feedback, and, if necessary, reteaches the concept or skill.
- The students demonstrate mastery of the objective by performing a task without teacher assistance.
- The students engage in independent practice.

Direct instruction is a powerful model that is valuable in many contexts. Well suited to teaching discrete skills, such as cursive writing, forming possessives, and using quotation marks, direct instruction can also be effective in teaching complex tasks, such as constructing an argument and using digital sources to find information. It is a particularly effective model for students who are experiencing difficulty (Troia and Graham 2002; Vaughn, and others 2012). (See chapter 9.)

Culturally and Linguistically Responsive Pedagogy

Teachers should genuinely acknowledge and value the cultural and linguistic resources that students bring to the classroom from home and draw on these resources to promote learning. In addition, teachers actively support their students to develop academic registers of English, so students can fully participate in a broader range of social and academic contexts. To implement culturally and linguistically responsive pedagogy, teachers adopt the following general practices:

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Use multicultural literature to promote students' positive self-image and appreciation for cultural diversity.
- Use an inquiry approach to raise awareness of language variation (e.g., contrastive awareness).
- Use drama to provide a safe space for students to experiment with different varieties of English (e.g., readers' theater or reporting the news using different dialects or registers).
- Provide a language rich environment that also promotes language diversity.
- Get to know parents and families and offer multiple ways for them to actively participate in their child/adolescent's schooling experiences.

Chapter 9 provides more information on culturally and linguistically responsive teaching.

Supporting Students Strategically

Students vary widely on many dimensions: academic performance, language proficiency, physical and emotional well-being, skills, attitudes, interests, and needs. The wider the variation of the student population in each classroom, the more complex are the tasks of organizing high-quality curriculum and instruction and ensuring equitable access for all students. Efforts to support students should occur at the classroom, school, and district levels and include culturally and linguistically relevant pedagogy. The subsections that follow present several important considerations for supporting all students strategically. Beyond the general education efforts described, supports, accommodations, and modifications are provided to students who qualify for special education or other services, as outlined in their individualized plans. Using the CA ELD Standards across the curriculum in ways appropriate to the needs of ELs offers them powerful and strategic support.

Guiding Principles: UDL, MTSS, and Sharing Responsibility

Fundamental to efforts to effectively educate all students from the start are implementation of Universal Design for Learning in the classroom, establishment of a Multi-Tiered System of Supports at the school and district levels, and institution of a culture of shared responsibility for students' progress.

Universal Design for Learning

Universal Design for Learning (UDL) (CAST 2013) is a framework for planning instruction that acknowledges the range of learners. Teachers use what they know about their students to design lessons and learning experiences that, from the outset, are appropriate for all students in the setting. In other words, from the point of *first instruction*, general education teachers consider equity and access. Curriculum and instruction are designed in such a way that no student is frustrated because the learning experience is inaccessible or because it is not sufficiently challenging. Teachers provide students with multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content. See chapter 9 of this *ELA/ELD Framework* for more information about UDL.

Multi-Tiered System of Supports

Schools and districts should have a system of supports in place for ensuring the success of all students. Similar, but more encompassing than California's Response to Intervention and Instruction (RTI²), is a framework known as a Multi-Tiered System of Supports (MTSS). This framework provides a systemic structure by which data are analyzed and used to make decisions about curriculum, instruction, and student services. At the school level, data are examined to identify school and grade level trends, evaluate the effectiveness of the curricula, inform goal setting, and identify students in need of additional assessment or instruction. At the district level, data on student learning are used to guide curriculum improvement, recommend innovations and sustain practices, target services and supports across schools, and guide the allocation of resources for professional learning. Under MTSS, all students are provided high quality first instruction that employs UDL. Those for whom instruction is inaccessible or ineffective are provided supplemental instruction. Students who experience considerable difficulty are provided more intensive intervention. See chapter 9 for more information about MTSS.

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Sharing Responsibility

The integrated and interdisciplinary nature of the CA CCSS for ELA/Literacy and the CA ELD Standards requires new conceptions of planning, curriculum, instruction, and assessment to implement the standards as envisioned by this framework. Sharing responsibility means that teachers, specialists, and administrators collaborate to ensure that all students are provided curricula and instruction that effectively integrates literacy within each content area. Additionally, it means that responsibility for English language development is also shared among educators, and ELD instruction is merged with English language arts and every subject area. All educators play a role in ensuring that students gain the literacy skills necessary for successful interactions with content.

Practically speaking, teachers, specialists (reading, language development, special education, and library), support staff, and administrators consider the implications of this curricular integration when designing daily and weekly schedules, short- and long-term interdisciplinary projects, instructional materials, and periodic assessments. At the elementary level, teachers meet within and across grade levels to determine how ELA and ELD will be provided; they also determine how ELA, ELD, and

the content areas will be integrated. At the secondary level, teachers within English language arts departments plan ways to implement the CA CCSS for ELA and the CA ELD Standards in tandem. Teachers from other content area departments work together to implement the CA CCSS for Literacy in History/Social Studies, Science, and Technical Subjects and the CA ELD Standards within their disciplines in conjunction with their own content standards. Collaboration between disciplinary areas (e.g., ELA with history and/or science) is emphasized throughout this *ELA/ELD Framework*.

A unique opportunity exists for ELA, ELD, content area teachers, specialists, and teacher librarians to develop collegial partnerships as they learn new standards and plan their implementation. School

Sharing the responsibility for developing all students' literacy means that grade-level and departmental differences are set aside and the expertise of every teacher is recognized and leveraged.

leaders foster a collaborative learning culture that supports teachers as they forge new relationships and develop new curricular and instructional approaches. Sharing the responsibility for developing all students' literacy means that grade-level and departmental differences are set aside and the expertise of every teacher is recognized and leveraged. Acknowledging that all professionals are faced with learning both sets of standards and adapting to curricular and instructional change is important. Decisions about scheduling, grouping, curriculum materials, instructional practices, and intervention strategies are needed at every school.

Educators agree on the settings where literary and non-fiction texts are taught, where assignments incorporating opinion/argumentative, informative/explanatory, and narrative writing occur, and where oral presentations and research projects take place.

Ideally, all of these decisions are the result of professional collaborations. Various structures organize these collaborations—instructional rounds, professional learning communities, critical friends, inquiry circles, and more. Regardless of the structure, teachers, specialists, support staff, and administrators use formative and summative assessment information to plan and adjust instruction, grouping, and scheduling. They work together to regularly examine student data, evaluate student writing, review a variety of student work, create common assessments, and plan lessons and any necessary interventions. Teachers and specialists also consider options to teach together, or co-teach, to maximize learning opportunities for students. (See chapter 11.) Improved collegiality has the potential to yield improved instruction and increased student learning, as well as a more cooperative and satisfying professional culture.

Using Assessment to Inform Instruction

While there are several purposes for assessment (see chapter 8), the most important purpose is to inform instruction. Using the results of assessment to make decisions to modify instruction in the moment, within a specific lesson or unit of instruction, or across a longer time frame, is a dynamic part of the teaching and learning process promoted in this *ELA/ELD Framework*. Formative assessment, in particular, provides many benefits to teachers and students (Black and Wiliam 1998; Hattie and Timperley 2007; Hattie 2012). Described by Unrau and Fletcher (2013), “formative assessment involves gathering, interpreting, and using information as feedback to change teaching and learning in the short run so that the gap between expected and observed student performance

... teachers, specialists, support staff, and administrators use formative and summative assessment information to plan and adjust instruction, grouping, and scheduling. They should work together to regularly examine student data, evaluate student writing, review a variety of student work, create common assessments, and plan lessons and any necessary interventions.

can close.” The information teachers obtain informs ongoing instruction in the classroom—to refine, reinforce, extend, deepen, or accelerate teaching of skills and concepts.

Effective assessment begins with clear conceptions of the goals and objectives of learning. The CA CCSS for ELA/Literacy provide statements of expected mastery by the end of each year of instruction (or in the case of high school, grade spans nine–ten and eleven–twelve). Translating the year-end goals into daily, weekly, monthly, and quarter- or semester-long instructional increments, or backwards planning, is the challenge of standards-based instruction. Monitoring the ongoing progress of students toward the longer-term goals of instruction is key. As Hattie (2012, 185) suggests, teachers and leaders should “see assessment as feedback about their impact” on students and should focus more on “the learning than the teaching.” It is a cycle of inquiry that moves learning forward (Bailey and Heritage 2008).

The process of formative assessment equally involves students as it does teachers. Applied effectively, formative assessment can help students understand “learning intentions and criteria for success,” receive feedback about their progress toward learning goals, and use that feedback to plan next steps.

The process of formative assessment equally involves students as it does teachers. Applied effectively, formative assessment can help students understand “learning intentions and criteria for success,” receive feedback about their progress toward learning goals, and use that feedback to plan next steps (Black and William 2009; Hattie 2012, 143). Hattie notes the research evidence supporting the value of effective feedback and poses three feedback questions that teachers and students can use to jointly assess and guide learning: “Where am I going?” “How am I going there?” and “Where to next?” Frey and Fisher (2011) term these steps as Feed Up (clarify the goal), Feed Back (respond to student work), and Feed Forward (modify instruction). Effective feedback to students is timely, “focused, specific, and clear” (Hattie 2012, 151). Moreover, feedback and formative assessment strategies “activate students as instructional resources for one another and as owners of their own learning” (Black and William 2009, 8).

The results of assessment lead teachers, specialists, and school leaders to consider structural changes to improve instruction and learning—regrouping, reconfiguring elements of the curriculum, changing schedules, or seeking additional instructional supports for students—as needed. Assessment is central to the implementation of UDL and MTSS. See chapter 8 for more information on assessment.

Planning

Planning takes on special importance with integrated instruction. For “reading, writing, and discourse . . . to support one another’s development” and for “reading, writing, and language practices . . . [to be] employed as tools to acquire knowledge and inquiry skills and strategies within disciplinary contexts, such as science, history, or literature” (Committee on Defining Deeper Learning and 21st Century Skills 2012, 114), instruction should be carefully planned and implemented and student progress monitored. Teachers and specialists need to attend to students’ growing competencies across the key themes of this *ELA/ELD Framework*, strands of the CA CCSS for ELA/Literacy, and parts of the CA ELD Standards as they plan instruction. Determining how these components of the framework and standards can be brought together effectively in ELA, ELD, and content instruction can only be accomplished through collaborative planning and curriculum development.

Teachers and specialists need to attend to students’ growing competencies across the key themes of this ELA/ELD Framework, strands of the CA CCSS for ELA/Literacy, and parts of the CA ELD Standards as they plan instruction.

The framing questions in figure 2.16 are important to consider when planning instruction for all students, including the additional questions when planning instruction for ELs. The framing questions require that teachers be clear about the ultimate goals of instruction, related standards, targets of specific lessons, assessed strengths and needs of students, features of texts and tasks, instructional approaches, types of scaffolding, opportunities for interaction, and methods of assessment. The questions are used to plan individual lessons and units of instruction as well as when developing semester- and year-long curriculum plans.

Figure 2.16. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

Grouping

Effective teachers employ a variety of grouping strategies to maximize student learning. Instruction is provided at times to the whole group and, at other times, to small groups or to individuals. Grouping is flexible—that is, groups are not static. They are formed and dissolved, and membership changes. Students move in and out of groups depending on the purpose.

Heterogeneous groups maximize students' opportunities to interact with a range of peers. Membership in heterogeneous groups may be selected strategically by the teacher or self-selected by students. Opportunities for choice are important. As students work toward goals of effective expression and understanding the perspectives of others, experiences with diverse peers are crucial. Thus, heterogeneous grouping practices are important and occur regularly. These practices are also critical for ensuring that students who are learning English as an additional language interact frequently with peers who are more proficient in English. Meaningful interactions—via collaborative conversations and collaborative tasks—promote the development of English. Although ELs at similar English language proficiency levels are grouped together for designated ELD instruction, this is only a small part of the school day.

Homogeneous groups consist of students who are alike in some way. For example, the students might have the same or similar:

- Interests, such as an interest in scriptwriting or an interest in engineering
- Skills or achievement levels, such as proficiency in phoneme segmentation or the ability to read text of approximately the same level
- Experiences, such as having viewed the same documentary, read the same book, or participated in the same investigation
- Talents, such as drawing or performing
- English language proficiency for designated ELD instruction

Sometimes groups are formed across classes or specialists join teachers in their classrooms to work with small groups. In either case, teachers engage in joint planning and purpose setting. To best serve students, teachers routinely engage in formative assessment and use what they learn about students to guide grouping practices.

Scaffolding

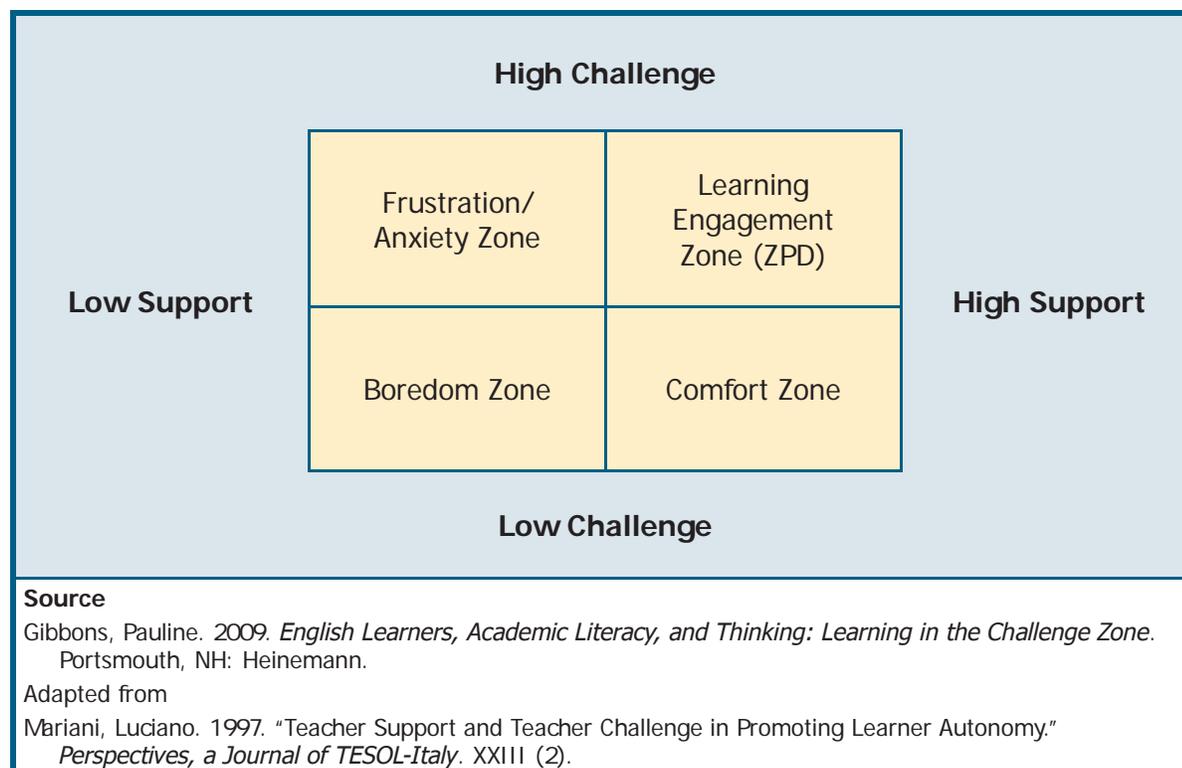
The metaphorical term *scaffolding* (Bruner 1983; Cazden 1986; Celce-Murcia 2001; Mariani 1997) refers to particular ways in which teachers provide *temporary* support to students, adjusted to their particular learning needs. The term draws from Vygotsky's (1978) notion of the *zone of proximal development* (ZPD), the instructional space that exists between what the learner can do independently and that which is too difficult for the learner to do without strategic support, or scaffolding. Scaffolding is temporary help that is future-oriented. In other words, scaffolding supports students to do something today that they will be able to do independently in the future.

Scaffolding does not change the intellectual challenge of the task, but instead allows learners to successfully participate in or complete the task in order to build the knowledge and skills to be able to perform similar tasks independently in the future.

As Hammond (2006) has emphasized, scaffolding “does not just spontaneously occur” (271), but is, rather, intentionally designed for a learner’s particular needs, and then systematically and strategically carried out. The level of scaffolding a student needs depends on a variety of factors, including the nature of the task and the learner’s background knowledge of relevant content, as well as the learner’s proficiency with the language required to engage in and complete the task. Scaffolding does not change the intellectual challenge of the task, but instead allows learners to successfully participate in or complete the task in order to build the knowledge and skills to be able to perform similar tasks independently in the future.

Scaffolding practices are intentionally selected based on lesson goals, identified learner needs, and anticipated task challenges. Gibbons (2009) offers a way of conceptualizing the dual goal of engaging students in intellectually challenging instructional activities, while also providing them with the appropriate level of support. See figure 2.17.

Figure 2.17. Four Zones of Teaching and Learning



*Planned scaffolding*³ is what teachers prepare and do in advance of teaching in order to promote access to academic and linguistic development. Examples of planned scaffolding include, but are not limited to, the following:

- Taking into account what students already know, including primary language and culture, and relating it to what they are to learn
- Selecting and sequencing tasks, such as providing adequate levels of modeling and explaining, and ensuring students have opportunities to apply learning (e.g., guided practice)
- Frequently checking for understanding during instruction, as well as thinking ahead about how to gauge progress throughout the year
- Choosing texts carefully for specific purposes (e.g., to motivate, to build content knowledge, to expose students to particular language)
- Providing a variety of opportunities for collaborative group work in which all students have an equitable chance to participate
- Constructing good questions that are worth discussing and that promote critical thinking and extended discourse
- Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia to enhance access to content

³ There are many ways to categorize scaffolding. The terms used here are adapted from Hammond and Gibbons (2005) who refer to "designed-in" and "interactional" scaffolding. Designed-in (or planned) scaffolding refers to the support teachers consciously plan in advance. Interactional scaffolding refers to the support teachers provide continuously through dialogue during instruction or other interaction.

- Providing students with language models, such as sentence frames and starters, academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing)

This planned scaffolding in turn allows teachers to provide *just-in-time* scaffolding during instruction, which flexibly attends to students' needs. This type of scaffolding occurs when teachers employ in-the-moment formative assessment, closely observing students' responses to instruction and providing support as needed. Examples of this type of scaffolding include the following:

- Prompting a student to elaborate on a response in order to clarify thinking or to extend his or her language use
- Paraphrasing a student's response and including target academic language as a model while also accepting the use of everyday language or nonstandard varieties of English
- Adjusting instruction on the spot based on frequent checking for understanding
- Linking what a student is saying to prior knowledge or to learning to come (previewing)

While scaffolding is an important notion for all students, the CA ELD Standards provide general guidance on levels of scaffolding for ELs at different English language proficiency levels. In the CA ELD Standards, the three overall levels of scaffolding that teachers provide to ELs during instruction are *substantial*, *moderate*, and *light*. English Learners at the Emerging level of English language proficiency generally require more substantial support to develop capacity for many academic tasks than do students at the Bridging level. This does not mean that these students always require substantial/moderate/light scaffolding for every task. English learners at every level of English language proficiency engage in some academic tasks that require light or no scaffolding because students have already mastered the requisite skills for the given tasks; similarly students engage in some academic tasks that require moderate or substantial scaffolding because they have not yet acquired the cognitive or linguistic skills required by the tasks. For example, when a challenging academic task requires students to extend their thinking and stretch their language, students at Expanding and Bridging levels of English language proficiency may also require substantial support. Teachers need to provide the level of scaffolding appropriate for specific tasks and learners' cognitive and linguistic needs, and students require more or less support depending on these and other variables.

While scaffolding is an important notion for all students, the CA ELD Standards provide general guidance on levels of scaffolding for ELs at different English language proficiency levels. In the CA ELD Standards, the three overall levels of scaffolding that teachers provide to ELs during instruction are substantial, moderate, and light.

Since scaffolding is intended to be temporary, the gradual release of responsibility is one way to conceptualize the move from heavily scaffolded instruction to practice and application in which students are increasingly independent. As described by Pearson and Gallagher (1983), the process focuses on the "differing proportions of teacher and student responsibility" for successful task completion. "When the teacher is taking all or most of the responsibility for task completion, he [or she] is 'modeling' or demonstrating the desired application of some strategy. When the student is taking all or most of that responsibility, [he or] she is 'practicing' or 'applying' that strategy. What comes in between these two extremes is the gradual release of responsibility from teacher to student, or what Rosenshine might call 'guided practice'" (Pearson and Gallagher 1983, 330). Duke, and others (2011) update this definition by identifying five stages of gradual release of responsibility in reading comprehension instruction:

1. An explicit description of the strategy and when and how it should be used
2. Teacher and/or student modeling of the strategy in action
3. Collaborative use of the strategy in action
4. Guided practice using the strategy with gradual release of responsibility
5. Independent use of the strategy (Duke, and others 2011, 64–66)

Popularly known as “I do it,” “We do it,” “You do it together,” and “You do it alone” (Fisher and Frey 2014, 3), this model can be applied across many disciplines and skill areas. The end goal is for students to be able to apply skills and concepts independently, and while some individual lessons may display many or all of the steps of the gradual release of responsibility model, others may not. Some approaches accomplish the same goal over the course of a unit or through an initial stage that features student exploration (e.g., inquiry-based learning). Keeping in mind the goal of student independence, effective instruction is thoughtfully planned and implemented to move carefully through levels of scaffolding, teacher direction, and student collaboration to achieve that aim.

Primary Language Support

English learners come to California schools with a valuable resource—their primary language—which enhances (rather than detracts from) their learning of English (August and Shanahan 2006; Genesee, and others 2006). Language and literacy skills and abilities (such as phonological awareness, decoding, writing, or comprehension skills) can be transferred from students’ primary language to English. Teachers facilitate this transfer in many ways and help ELs develop English through strategic use of primary language resources. For example, during collaborative conversations, ELs share ideas in their primary language with a peer while they increase their proficiency and confidence in interpreting and expressing the same ideas in English. English learners who read in their primary language are given the opportunity to read texts in both their primary language and English, allowing them to engage with texts above their English reading level. As they conduct research, these ELs draw evidence from primary or secondary resources in their primary language and summarize their findings in English. In addition to allowing the use of the primary language in classrooms, teachers provide brief oral or written translations when appropriate and draw ELs’ attention to cognates (words that are the same or similar in spelling and share the same meaning in the primary language and English).

English learners come to California schools with a valuable resource—their primary language—which enhances (rather than detracts from) their learning of English.

Deaf and hard of hearing students may have American Sign Language (ASL) as a primary language. In schools where students are placed in mainstream classrooms, primary language support typically consists of translating oral (speaking and listening) classroom activities from English into ASL and vice versa. For example, deaf students view an interpreter translating live from spoken English to ASL or view a video of a speech or performance translated into ASL with an interpreter or captions. Deaf students also sign while an interpreter translates their ASL into spoken English, or they record a signed performance using video. Captions or voiceover are added to translate ASL into English.

Structuring the Instructional Day

Planning the instructional day and school year is a complex undertaking, and student learning goals often compete with multiple demands and practicalities. The challenge for schools, as they work to implement the CA CCSS for ELA/Literacy and the CA ELD Standards successfully, is to mitigate the intrusion of practical considerations in order to establish learning environments conducive to teaching and learning for all students.

Instructional time is valuable and should be protected from interruption. It is used wisely and efficiently to maximize student engagement and learning. Sufficient time is allocated to instruction in ELA/literacy, ELD (as needed), and other content areas. In self-contained classrooms, adequate

Instructional time is valuable and should be protected from interruption. It is used wisely and efficiently to maximize student engagement and learning.

time is allocated to the language arts so that students gain proficiency in the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards. In other words, sufficient time is provided for teaching and practicing new skills related to each of the key themes of ELA/literacy and ELD instruction: Meaning Making, Language Development, Effective Expression, and Foundational Skills of reading. In addition, sufficient time is allocated to STEM subjects (science, technology, engineering, and mathematics), history/social studies, the arts, world languages, health, and physical

education. Strategic integration of the language arts with other content areas maximizes curricular offerings in both and provides occasions for inquiry-based and other 21st century modes of learning. In departmentalized settings, literacy is a priority in every subject, and cross-disciplinary planning and instructional opportunities, including 21st century learning, are promoted. (See chapter 10 for a discussion of 21st century learning.)

At all levels, instructional planning considers the assessed needs of students when creating schedules and classroom settings in which students receive excellent first instruction and specific and effective interventions as needed. Considerations of student motivation and engagement are also taken into account as curricula are adopted and calendars are established. The link between deep content knowledge and proficiency in reading, writing, speaking, listening, and language is well established. (See Duke, Pearson, Strachan, and Billman 2011 and Wilkinson and Son 2011 for discussions on this topic.) The challenge is to promote effective cross-disciplinary approaches that increase student achievement while honoring the integrity of each discipline. The challenge also is to provide students with special learning needs the additional time and support needed to be successful while not eliminating their access to the full range of curricula. Extended learning opportunities, including homework, before and after school programming, summer and vacation sessions, additional time within the school day (e.g., lunch or break periods), and community literacy activities support students' learning needs and enrich their development. To meet the needs of all students, existing structures, schedules, and calendars are reexamined, and non-traditional approaches are employed. Balancing all these variables when designing effective instructional programs requires shared responsibility: the commitment and participation of all school staff, families, and the community. Shared responsibility is discussed earlier in this chapter and in chapter 11.

The challenge is to promote effective cross-disciplinary approaches that increase student achievement while honoring the integrity of each discipline.

English Language Development

As emphasized throughout this *ELA/ELD Framework*, ELs face the unique challenge of learning English as an additional language as they are also learning grade-level content through English. This challenge creates a dual responsibility for teachers who teach ELs. One is to ensure that all ELs have full access to grade-level curricula in all content areas, and the second is to ensure that ELs simultaneously develop the advanced levels of English necessary for success with academic tasks and texts in those content areas. English language development (ELD) instruction is but one necessary component of a comprehensive instructional program for ELs that fulfills this dual responsibility.

Learning English as an Additional Language

California's ELs come to school at different ages and with a range of cultural and linguistic backgrounds, formal schooling, proficiencies in their primary language(s) and English, socioeconomic statuses, and other experiences in their homes, schools, and communities. In addition, California's ELs

Regardless of their individual backgrounds and levels of English language proficiency, ELs at all levels of proficiency are able to engage in intellectually challenging and content-rich activities, with appropriate support from teachers that addresses their language and academic learning needs.

come from nations all over the world, as well as the U.S. All of these factors affect how ELs learn English as an additional language and how teachers design and provide instruction to ensure steady linguistic and academic progress. (For more detailed information regarding different types of ELs, see chapter 9.)

Regardless of their individual backgrounds and levels of English language proficiency, ELs at all levels of proficiency are able to engage in intellectually challenging and content-rich activities, with appropriate support from teachers that addresses their language and academic learning needs. The term *English as an additional language* is used intentionally to signal the explicit goal for ELs to add English to their linguistic repertoires as they develop and maintain proficiency in their primary language(s). The CA ELD Standards provide

guideposts of the English language skills, abilities, and knowledge that teachers promote and assess as their ELs progress along the ELD Continuum.

Stages of English Language Development

Research has shown that learners of an additional language generally follow a common path to second language development. The CA ELD Standards refer to the stages along this path as Emerging, Expanding, and Bridging. (See chapter 1). Represented in figure 2.18, the general progression of English language development is summarized by the English Language Development continuum in the CA ELD Standards.

Figure 2.18. General Progression of the CA ELD Standards ELD Continuum

ELD Continuum				
Native Language	→Emerging → Expanding → Bridging →			Lifelong Language Learners
ELs come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.	ELs at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	ELs at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.	ELs at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.	Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

The proficiency level descriptors and grade-level and grade-span standards in the CA ELD Standards (CDE 2014a) offer additional information on these stages.

While guidance on the general stages of English language development is provided, the complex and multilayered process of learning English as an additional language does not necessarily occur in a linear fashion. An EL, at any given point along his or her trajectory of English learning, may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level (Gottlieb, 2006). Similarly, a student may understand much more than she or he can speak. Additionally, a student may successfully perform a particular skill at a lower proficiency level (e.g., reading and analyzing an informational text) and, at the next higher proficiency level, need review in the same reading and analysis skills when presented with a new or more complex type of informational text.

Cross-Language Relationships

Research has demonstrated that the knowledge, skills, and abilities students have developed in their primary language can *transfer* to their development of English language and literacy. For example, phonological awareness, syntactic awareness, and alphabetic knowledge transfer across languages, meaning that ELs who have already learned these skills in their primary languages do not need to relearn them in English. This transfer works differently, however, depending on similarities

and differences between the primary language and English. For example, ELs who already know how to blend phonemes in their primary language are able to transfer this phonological awareness skill to English. English learners who already decode in a language that uses the Latin alphabet (e.g., Spanish, Romanian) are able to transfer decoding and writing skills more easily than students who decode in languages with non-Latin alphabets (e.g., Arabic, Korean, Russian) or languages with a nonalphabetic writing system (e.g., Chinese).

Just as ELs with primary languages with Latin alphabets do, ELs who already read proficiently in a non-Latin alphabet primary language (e.g., Arabic, Chinese, Korean, Russian) are able to transfer important knowledge about reading (e.g., how to make inferences or summarize text while reading). However, they may need targeted instruction to learn the Latin alphabet, writing system, and sentence structure, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables, or phonemes) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order). Properly evaluating an EL's primary language and literacy skills and understanding how cross-language transfer works are critical to designing appropriate instructional programs. Effective programs ensure that students do not lose valuable time relearning what they already know or (conversely) miss critical teaching their native English-speaking peers have already received.

Properly evaluating an EL's primary language and literacy skills and understanding how cross-language transfer works is critical to designing appropriate instructional programs.

Learning English as an additional language is a complex and *spiraling* process that involves multiple interrelated layers, and which is fostered through meaningful interactions, intellectually-rich curricula, attention to language awareness, and appropriate scaffolding based on primary language and English language proficiency, among other factors. The CA ELD Standards provide concise information identifying what ELs can be expected to know and do with and through English as they gain increasing English language proficiency. This *ELA/ELD Framework* (including the next section of this chapter on ELD instruction) offers guidance on designing and implementing the type of instruction that will ensure ELs' rapid progression along the ELD continuum.

ELD Instruction

All teachers should attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this section, ELD instruction is described first generally and then in terms of using the CA ELD Standards in two ways:

1. **Integrated ELD**, in which all teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the focal CA CCSS for ELA/Literacy and other content standards
2. **Designated ELD**, or a protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* in order to develop critical language ELs need for content learning in English⁴

⁴ *Integrated* and *designated* ELD may be unfamiliar terms. These new terms encompass elements of previously used terms, such as *sheltered instruction*, *SDAIE*, or *dedicated ELD*. It is beyond the scope of this framework to identify all previously used or existing terms, and readers should examine this *ELA/ELD Framework* carefully to determine how the new terminology reflects or differs from previous terms and understandings.

Throughout the school day and across the disciplines, ELs *learn to use English* as they simultaneously learn content knowledge *through English*. English learners develop English primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of text types; or justifying their opinions by persuading others with relevant evidence, for example. Through these activities, ELs strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

Throughout the school day and across the disciplines, ELs learn to use English as they simultaneously learn content knowledge through English.

In addition to learning to use English and learning through English, ELs also need to learn *about English* in order to develop advanced levels of English. In other words, ELs need to learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. Language awareness (the conscious knowledge about language and how it works to make meaning) is prominently featured in the CA ELD Standards for this purpose. When teachers draw attention to language and how it works, ELs become conscious of how particular language choices affect meanings. Examples include learning how the word *reluctant* to describe a person produces a different effect than the word *sad*; how an argument is organized differently than a narrative because its purpose is to persuade rather than to entertain; and why language used with friends during lunch is different from language expected to be used in more academic settings.

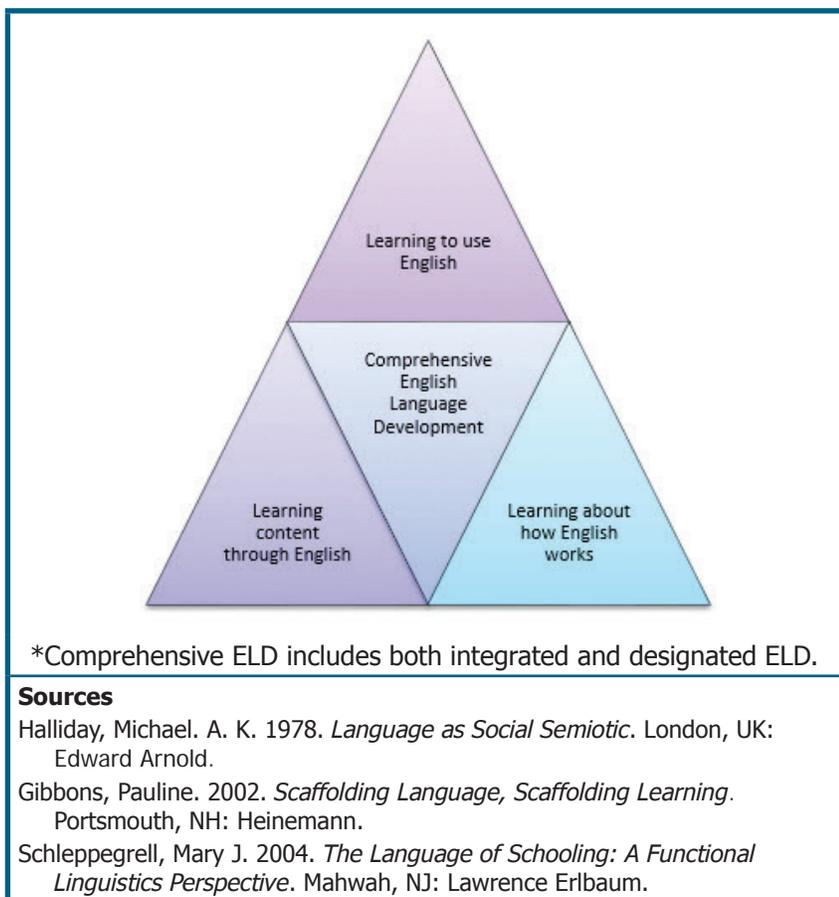
Through the development of language awareness, ELs understand how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

Through the development of language awareness, ELs understand how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

As a result, ELs are able to draw on a wider range of language resources when making meaning and to make more informed choices about using English. Understanding how English works to make meaning in different contexts is important for all students, but it is critical for ELs, many of whom rely on school experiences to develop the types of academic English necessary for success in school and beyond.

Figure 2.19 presents the three interrelated areas of comprehensive ELD: learning to use English, learning through English, and learning about English. Comprehensive ELD incorporates both integrated ELD and designated ELD.

Figure 2.19. Three Interrelated Areas of Comprehensive ELD*



Integrated ELD

This framework uses the term *integrated ELD* to refer to ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type.

As explained in chapter 1, the CA ELD Standards describe the key knowledge, skills, and abilities in critical areas of English language development that students learning English as an additional language need to develop in order to be successful in school. Along with the CA CCSS for ELA/Literacy and other content standards, they call for instruction that includes an abundance of collaborative discussions about content, meaningful interactions with complex texts, and engaging and intellectually rich tasks. Part I of the CA ELD Standards, "Interacting in Meaningful Ways," provides guidance on instruction for ELs at different English language proficiency levels and sets the stage for deeper learning about the language used in texts and tasks. Part II of the CA ELD Standards, "Learning About How English Works," offers guidance on instruction to help ELs develop proficiency in using academic

English across a range of disciplines. Part II of the CA ELD Standards guides teachers to support ELs in ways appropriate to their grade level and English language proficiency level, to accomplish the following:

- *Unpack* meanings in the written and oral texts they encounter in different content areas in order to better comprehend them
- Make informed choices about how to use oral and written English powerfully and appropriately based on discipline, topic, purpose, audience, and task

Part III of the CA ELD Standards, “Using Foundational Literacy Skills,” signals to teachers that these skills are a fundamental component of reading and writing and that the particular characteristics of individual ELs are taken into consideration in foundational skills instruction. These characteristics include a student’s proficiency in literacy in the primary language, similarities and differences between the student’s primary language and English, and the student’s oral language proficiency in English. Generally speaking, foundational skills instruction, when needed, occurs during ELA instruction and not during designated ELD time since designated ELD time focuses primarily on language development in ways that build into and from content instruction. However, some *newcomer* ELs, particularly in upper elementary and secondary settings, may need explicit instruction in foundational skills during designated ELD. Teachers and specialists carefully assess students to make this determination. Guidance on providing foundational skills instruction to ELs in transitional kindergarten through grade twelve is provided in chapters 3–7.

Part III of the CA ELD Standards, “Using Foundational Literacy Skills,” signals to teachers that these skills are a fundamental component of reading and writing and that the particular characteristics of individual ELs are taken into consideration in foundational skills instruction.

Because content and language are inextricably linked, the three parts of the CA ELD Standards—“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills”—should be interpreted as complementary and interrelated dimensions of a robust instructional program for ELs. The integrated use of Parts I and II throughout the day and across the disciplines emphasizes the interrelated roles of *content knowledge, purposes* for using English (e.g., explaining, entertaining, arguing), and the *language resources* (e.g., vocabulary, grammatical

The integrated use of Parts I and II throughout the day and across the disciplines emphasizes the interrelated roles of content knowledge, purposes for using English (e.g., explaining, entertaining, arguing), and the language resources (e.g., vocabulary, grammatical structures, discourse practices) available in English.

structures, discourse practices) available in English. Parts I and II are presented separately to highlight the need to focus *both* on meaning and interaction *and* on building knowledge about the linguistic resources available in English.

The CA ELD Standards are organized to focus first on meaning and interaction and then focus on knowledge about the English language and how it works afterward. Accordingly, the standards in Part II are not used in isolation but rather are seen as nested within the context of the standards in Part I. In other words, they are used in the context of intellectually and discourse-rich, meaningful interactions, as outlined in Part I. In turn, all three parts of the CA ELD Standards are nested within the CA CCSS for ELA/Literacy and are applied in all content areas.

A Focus on Language Development and Content: Promoting Collaborative Discussions About Content

The CA ELD Standards amplify the CA CCSS for ELA/Literacy's emphasis on language and content development through collaborative literacy tasks, including discussions about the complex literary and informational texts students read and the content they learn through a variety of tasks and partner/group writing projects. In the collaborative mode of Part I of the CA ELD Standards,

Rich collaborative discussions in which students develop both content knowledge and language most often occur when the topics students are asked to discuss are worth discussing or the texts students are asked to read are worth reading.

exchanging information and ideas, interacting via written English, offering opinions, and adapting language choices are highlighted as critical principles corresponding to the CA CCSS for ELA/Literacy. For example, the standards in the collaborative mode of Part I call for ELs to refine their abilities to actively and appropriately contribute to academic discussions (e.g., following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses). Rich collaborative discussions in which students develop both content knowledge and language most often occur when the topics students are asked to discuss are worth discussing or the texts students are asked to read are worth reading.

The CA ELD Standards guide teachers in supporting their ELs at different English language proficiency levels to participate in collaborative discussions about rich content. For example, teaching frequently used phrases (e.g., *Can you say more? Can you explain that again? Yes, I agree with you.*) and sentence stems (*Why do you think ____? What is your idea about ____? How do you ____?*) to ELs who are at the early Emerging level of English language proficiency supports active participation in conversations and language development. Posting these phrases and sentence stems, along with domain-specific vocabulary (with a picture or drawing, when needed), promotes their frequent use during conversations about content. Equitable collaborative structures (e.g., think-pair-share, structured group work, reciprocal teaching) in which students use the new language purposefully are essential for ensuring that all ELs have opportunities to actively contribute to conversations and not just listen passively. (See the section on collaborative learning in this chapter for additional ideas.)

As ELs progress along the ELD continuum, teachers adjust the level of support they provide to meet their students' language learning needs and promote the use of the academic English required for specific topics. To promote the use of particular general academic or domain-specific vocabulary, teachers can

- briefly preview some of the words that are critical for content understanding before students read (e.g., *determination, mitosis, meiosis*);
- explain some of the words while students read;
- explicitly teach a select group of high leverage general academic words *after* students have encountered them in the text;
- post the words so students can refer to them; and
- encourage students to use the words during conversations or in writing, using a sentence frame when needed (e.g., *Rosa Parks showed determination when she ____*).

To promote the use of increasingly more complex grammatical structures (e.g., complex sentences or sentences that incorporate particular subordinate conjunctions, such as *although* or *despite*), teachers provide open sentence frames containing the target academic language (e.g., *Although mitosis and meiosis both involve cell division, they ____*). Carefully crafted, open sentence frames

provide opportunities for students to practice specific academic language while also providing opportunities for extended discourse on a particular topic. In contrast, closed sentence frames (e.g., *All objects are made up of tiny particles called _____*.) limit student language production and are used sparingly for very specific purposes (e.g., to provide a substantial level of support for an EL student at the early Emerging level). These types of linguistic scaffolds support oral language development and collaboration and also serve as a bridge to writing.

It is important to remember that the design of sentence frames and stems is highly dependent on content and lesson objectives. Teachers incorporate the following when creating stems and frames:

- Content knowledge students need to develop (e.g., relationships between scientific concepts, how a character evolves, a sequence of historical events)
- Language students need to develop to effectively convey understandings of content (e.g., new vocabulary or grammatical structures, ways of organizing different types of writing), which may vary depending on the level of English language proficiency

Importantly, scaffolding, such as sentence stems or frames, is used purposefully and judiciously, and teachers determine if such scaffolding may in fact discourage or impede productive discourse (e.g., when students feel they must use sentence frames in order to speak or write).

A Focus on Meaning Making and Content: Supporting Comprehension and Interpretation of Complex Texts

The CA ELD Standards also amplify the CA CCSS for ELA/Literacy's emphasis on close readings of complex literary and informational texts. In the interpretive mode of Part I of the CA ELD Standards, *listening actively, reading and viewing closely, and evaluating and analyzing language resources* are highlighted as critical principles corresponding to the CA CCSS for ELA/Literacy. The CA ELD Standards guide teachers in supporting their ELs at different English language proficiency levels to read and actively listen to complex texts.

When approaching discussions about how English works, teachers begin by asking students what they notice about the language used in the complex informational and literary texts they read, but soon, a more structured approach to analyzing and discussing the language of texts is useful. For example, teachers explain to students how the language writers choose in a specific place in a text elicits a particular effect on readers (e.g., employing a figurative use of the word *erupt* to show how a character behaved, describing a historical figure's career as *distinguished*, or using the word *extremely* to add force to a statement, as in *extremely dangerous*). Teachers also model how they locate instances in texts where writers use modality to present their opinions or attitudes (e.g., The government *should definitely* pass this law.) or how particular language helps guide readers through a text (e.g., the use of *for example*, or *in addition*). In terms of text organization and structure, teachers call attention to particular places in a text where writers present evidence to support an argument and draw distinctions between more successful and less successful uses of language for this purpose. These examples model for ELs how particular language resources are used to make meaning.

The CA ELD Standards guide teachers in supporting their ELs at different English language proficiency levels to read and actively listen to complex texts.

In addition, teachers provide students with guided opportunities to evaluate and analyze the language they encounter in academic texts. For example, a teacher asks ELs at the Emerging level of English language proficiency to explain how the use of different familiar words with similar meanings to describe a character (e.g., choosing to use the word *polite* versus *good*) produces a different effect on the reader. She asks ELs at the Expanding level to explain how the use of different general academic words with similar meanings (e.g., describing a character as *diplomatic* versus *respectful*)

or figurative language (e.g., *The wind whispered through the night.*) produce shades of meaning and different effects on readers. Students work with peers to arrive at these explanations initially, and then as students gain confidence with this type of analysis, they work more independently.

Teachers use Part II of the CA ELD Standards as a guide for showing ELs how different text types are organized and structured (e.g., how a story is structured or where in an argument evidence is presented) or how language is used purposefully to make meaning (e.g., how sentences are combined to show relationships between ideas). For example, a science teacher identifies a particular sentence in the science textbook that is challenging for students but critical for understanding the topic. The teacher leads a discussion in which the class unpacks the informationally dense sentence for its meaning using more everyday language. Figure 2.20 presents an example. (Note: the main clause is in italics.)

Figure 2.20. Sentence Unpacking

Original sentence:

"Although many countries are addressing pollution, *environmental degradation continues to create devastating human health problems each year.*"

Meanings:

- Pollution is a big problem around the world.
- People are creating pollution and ruining the environment.
- The ruined environment leads to health problems in people.
- Health problems are still happening every year.
- The health problems are really, really bad.
- A lot of countries are doing something about pollution.
- Even though the countries are doing something about pollution, there are still big problems.

What this sentence is mostly about: Environmental degradation

What it means in our own words: People are creating a lot of pollution and messing up the environment all around the world, and even though a lot of countries are trying to do things about it, a lot of people have big health problems because of it.

This type of analysis demystifies academic language and provides a model students can use to tackle the often challenging language they encounter in their school texts. As students become more comfortable discussing language, teachers guide them to analyze language more deeply based on lesson objectives and students' age and proficiency levels. For example, teachers discuss with their students the density of information packed into the term *environmental degradation* and examine why the writer used it instead of the word *pollution*. Teachers also discuss how using the subordinate conjunction *although* creates a relationship of concession between the two ideas in the main and subordinate clauses and how connecting ideas in this way is particularly useful—and common—in academic writing.

Using the CA ELD Standards to conduct these types of analyses ensures that all ELs are engaged with intellectually rich content and are able to read texts closely with scaffolding adapted to their particular language learning needs.

A Focus on Effective Expression and Content: Supporting Academic Writing and Speaking

The CA ELD Standards emphasize the types of writing (opinion/argument, informative/explanatory, and narrative) and formal oral presentations called for by the CA CCSS for ELA/Literacy by focusing on how ELs successfully engage in these academic tasks using particular language resources. In the

In the productive mode of Part I of the CA ELD Standards, presenting, writing, supporting opinions, and selecting language resources are highlighted as critical principles corresponding to the CA CCSS for ELA/Literacy.

productive mode of Part I of the CA ELD Standards, *presenting, writing, supporting opinions, and selecting language resources* are highlighted as critical principles corresponding to the CA CCSS for ELA/Literacy. The CA ELD Standards guide teachers in supporting their ELs at different English language proficiency levels to write different text types and present their ideas formally in speaking.

For example, in order to support ELs in writing cohesive stories using an understanding of the ways stories are organized, a teacher refers to Part II of the CA ELD Standards to design lessons that support her ELs at different proficiency levels. She begins by using a story with which students are familiar to show how it is organized into predictable stages (orientation-complication-resolution or introduction-problem-resolution). She then draws students' attention to the linking words and phrases (text connectives) that help create cohesion and make the story flow. In the orientation stage, text connectives may be *once upon a time* or *long ago*. In the complication stage, typical text connectives for signaling a shift are *suddenly* or *all of a sudden*. In the resolution stage, text connectives such as *finally* or *in the end* are used.

The teacher posts notes from an analysis the class conducted of the story to refer to as a model, and she also provides them a graphic organizer with the same stages so they can begin to write their first drafts in a structured way. In order to support her ELs at the Emerging level of English language proficiency, the teacher pulls a small group of these students together to jointly construct a story to facilitate their understanding of the organization of stories and their use of particular language (e.g., text connectives, literary vocabulary).

In addition to focusing on text structure and organization, over time she explicitly teaches some of the general academic words in the literary texts students read and encourages them to use the words in their story writing (e.g., *ecstatic, murmured, reluctance*) or oral retellings. The teacher also shows them how to expand their ideas (e.g., adding a prepositional phrase to show when or where something happened) or connect their ideas and sentences in other ways. Carefully observing how students use the language she teaches helps her determine ways to work with the whole class, small groups, and individuals to ensure that all are supported to write their own stories.

The teacher posts notes from an analysis the class conducted of the story to refer to as a model, and she also provides them a graphic organizer with the same stages so they can begin to write their first drafts in a structured way.

The same instructional attention to language can be applied to other content areas and informational texts. For example, a history teacher draws students' attention to how a historical argument is organized, shows the particular language resources used to create cohesion (e.g., *At the beginning of the century, . . . After reconstruction, . . .*), and teaches the general academic and domain-specific vocabulary students need to convey their understanding of the topic in writing. The teacher provides ELs at the Emerging level of proficiency a graphic organizer with the stages of a historical argument and paragraph frames to provide scaffolding for writing an initial draft of an essay.

English Learners at the Expanding level may only need a graphic organizer and some texts to use as a model, students at the Bridging level may only need model texts for reference. These instructional decisions depend on a variety of factors, including students' familiarity with topics and tasks as well as their English language proficiency levels.

Implications for Integrated ELD

The examples just described are among the many ways teachers can use Parts I and II of the CA ELD Standards throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards to support their ELs in learning rich content and developing advanced levels of English. Teachers, in each example:

- Routinely examine the texts and tasks used for instruction to identify language that may be challenging for ELs
- Determine the opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas)
- Observe students to determine how they are using the targeted language
- Adjust whole group instruction or work with small groups or individuals to provide adequate and appropriate support

Above all, ELs routinely and frequently engage in discussions to develop content knowledge, use comprehension strategies and analytical skills to interpret complex texts, produce oral and written English that increasingly meets the expectations of the context, and develop an awareness about how English works to make meaning.

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Deeply grounded in theory and research, the CA ELD Standards promote effective instruction for ELs that occurs throughout the day and across all disciplines: integrated ELD. See figure 2.21 for a summary. For related research, see also Anstrom, and others 2010; August and Shanahan 2006; Francis, and others 2006; Genesee, and other 2006; Short and Fitzsimmons 2007.

Figure 2.21. Integrated ELD

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Develop both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

Designated ELD

As indicated in the discussion about integrated ELD, most ELs' English language development occurs throughout the day and across content areas as they learn to use English, learn content through English, and learn—to varying degrees, depending on discipline and topic—about how English works to make meaning. However, research and practical experience suggest that setting aside a time during the day to focus strategically on language is beneficial (August and Shanahan 2006; CDE 2010a; Christie 2005; Genesee, and others, 2006; Saunders, Foorman, and Carlson 2006).

Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. Designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather is an opportunity during the regular school day to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During this protected time, ELs are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities

to use language. Accordingly, during designated ELD, there is a strong emphasis on oral language development. Naturally, designated ELD instruction also addresses reading and writing tasks as students learn to use English in new ways and develop their awareness of how English works in both spoken and written language.

For students enrolled in an alternative bilingual program (e.g., dual language, two-way immersion, developmental bilingual), it may be appropriate to focus on developing foundational literacy skills during designated ELD time to ensure students have the requisite skills to read complex texts in English when they enter the upper elementary grades. Depending on their development of foundational skills in the primary language and the design of the instructional program at particular schools, some newcomer ELs may also need explicit instruction in foundational skills during designated ELD. In general, however, foundational skills are addressed during ELA and not during designated ELD.

Content plays a key role in designated ELD since it is not possible to develop advanced levels of English using texts and tasks devoid of academic content language. However, designated ELD is not a time to teach (or reteach) content; rather, it is a time to focus on academic language derived from content areas in ways that are closely aligned with content instruction. For example, during designated ELD time, ELs at the Expanding or Bridging level of English language proficiency more closely examine the *language* used in a text they have already read in one of their content areas. In other words, they learn about, analyze, and discuss the language in the text to better understand how it conveys particular meanings. They learn the meanings of some of the general academic vocabulary and use the vocabulary in different ways in speaking and writing over the course of the week. They discuss the structure of the text type and identify its text connectives (e.g., *at the*

Content plays a key role in designated ELD since it is not possible to develop advanced levels of English using texts and tasks devoid of academic content language. However, designated ELD is not a time to teach (or reteach) content . . .

end of the Civil War, predictably, for this reason). Or, they engage in a debate about the text’s content *using language* they have learned, reinforcing by speaking the language they eventually write (e.g., an argument).

Designated ELD instruction can build on the sentence unpacking activity from the text about environmental degradation (discussed in the integrated ELD section) by focusing strategically on sentence and clause structure. Focusing on grammatical structure helps students understand texts’ meanings and read them more closely. Figure 2.22 presents one way a teacher helps her students deconstruct a challenging sentence that attends to structure while maintaining meaning making as the primary goal.

Figure 2.22. Sentence Deconstruction Focusing on Structure and Meaning

Sentence: Broken into clauses	Analysis: Type of clause and how I know	Meaning: What it means
Although many countries are addressing pollution,	Dependent (subordinate clause) It starts with <i>although</i> , so it can’t stand on its own. It <i>depends</i> on the other clause.	The clause gives credit to a lot of countries for doing something about pollution. Using the word <i>although</i> tells me that the rest of the sentence will show that what they are doing is not enough.
environmental degradation continues to create devastating human health problems each year.	Independent (main clause) It can stand on its own, even if I take the other clause away.	The clause has the most important information. Pollution keeps hurting a lot of people every year all over the world.

Although students may engage to a limited extent in such language-focused activities during subject matter instruction, during designated ELD teachers focus more intensively on the language of the texts and on the language learning needs of ELs at different proficiency levels. Focusing intently on language in ways that build into and from content both reinforces content learning and promotes academic language development. Discussions about language vary depending on students’ age, English language proficiency level, content instruction emphases, the level of collaboration among educators working with ELs, and many other factors. Importantly, discussions about language do not focus solely on grammatical structures or vocabulary but expand students’ comprehension of all levels and types of language, including text and discourse level understandings. Above all, teachers maintain a clear focus on students’ meaningful interactions with texts and with other people (both peers and adults) via intellectually rich tasks and content.

English learners at the Emerging level of English language proficiency use the same texts that other students do. Alternatively and depending on students’ needs, a companion text addressing the same content with more accessible language is useful as a temporary scaffold as students progress toward reading grade-level texts. Similarly, different vocabulary can be taught more intensively, such as everyday words that ELs very new to English need for basic communication. For ELs who are not newcomers to English, vocabulary instruction focuses primarily on the development of general academic and domain-specific words related to content area learning.

During designated ELD, teachers of younger ELs focus strategically on how the language of teacher read alouds is structured and create opportunities for children to practice the language. For example, after reading a complex informational text about bees, a teacher guides students to discuss,

in pairs, what they learn from the text. During designated ELD, she guides them in a joint text construction activity (in which she acts as the scribe and facilitator as the students offer ideas about what to write). When working with ELs at the Expanding or Bridging levels of English language proficiency, she prompts students to generate sentences that she writes on a white board or using a document camera:

The bees pollinate the flowers.

They get pollen on their legs.

The pollen rubs off on another flower.

Next, through a lively discussion, she guides her students to combine these ideas to form one sentence:

Bees pollinate the flowers when they get pollen on their legs from one flower, and then it rubs off on another flower.

When working with ELs at the Emerging level who may find some of the domain-specific vocabulary (e.g., *pollen*, *pollinate*) challenging, the teacher guides them to generate simple or

By jointly constructing texts, teachers guide ELs to generate increasingly sophisticated language—language that approaches what students hear or read in their complex texts.

compound sentences that contain the words. By jointly constructing texts, teachers guide ELs to generate increasingly sophisticated language—language that approaches what students hear or read in their complex texts.

These are just a few examples of tailoring designated ELD instruction to attend to ELs' particular language learning needs in ways that build into and from content instruction. The same types of instructional practices discussed in the integrated ELD section (e.g., collaborative discussions with a particular language focus, analysis of the language in texts, explicit vocabulary instruction) are also appropriate in designated ELD. In a designated ELD, however, the focus on language is intensified. Figure 2.23 captures the essential features of designated ELD.

During designated ELD, teachers of younger ELs focus strategically on how the language of teacher read alouds is structured and create opportunities for children to practice the language.

Figure 2.23. Essential Features of Designated ELD Instruction

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.
2. **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
3. **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
4. **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.

5. **Focus on Forms:** Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.
6. **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
7. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. **Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.
9. **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
10. **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

Grouping for Designated ELD

During designated ELD—and only during designated ELD—ELs are grouped by English language proficiency levels, as possible, so that teachers are able to strategically target students' language learning needs. It is important to note that designated ELD instruction time is not intended to isolate or segregate ELs, nor should it preclude non-ELs from receiving similar instruction. Rather, designated ELD instruction time is intended to be used as a protected time when ELs receive the type of instruction that accelerates their English language and literacy development. Further, it is imperative that grouping during the rest of the day be heterogeneous to ensure that ELs interact with proficient English speakers. However, some middle and high school ELs who are newcomers to English and at the Emerging level of English language proficiency benefit from specialized attention in ELA (and other content areas) in order to accelerate their linguistic and academic development. This specialized instruction should focus on accelerating students' English language and literacy development while also providing them with full access to core content, so they are able to participate in heterogeneous classrooms as quickly as possible.

The population of ELs in different schools and in different grade levels within schools varies, and each school needs to carefully consider grouping options for designated ELD. For example, in elementary schools with large numbers of EL students, teachers at each grade level may regroup for designated ELD by having one teacher work with ELs at the Emerging level of English language proficiency, while another teacher works with ELs at the Expanding level, and

It is important to note that designated ELD instruction time is not intended to isolate or segregate ELs, nor should it preclude non-ELs from receiving similar instruction. Rather, designated ELD instruction time is intended to be used as a protected time when ELs receive the type of instruction that accelerates their English language and literacy development.

another works with ELs at the Bridging level. In schools with a smaller student population of ELs (e.g., five ELs at a given grade level), individual classroom teachers may work with small groups of ELs at an opportune time during the day.

Importantly, however a school decides to schedule designated ELD, ELs should not be removed from other core content instruction (e.g., ELA, science) in order to receive designated ELD instruction. Designated ELD must be provided *in addition to* all core content instruction. In secondary settings, particularly in high school, ELs need full access to grade-level content in all disciplines, as well as specialized instruction in academic English, to prepare for college and careers. Designated ELD does not replace rich content coursework across the disciplines. Conversely, ELs need specialized attention to their English language development to be successful in their content coursework. Master scheduling may be challenging for some schools. However, when both the academic and language learning needs of ELs are prioritized, creative solutions are possible.

A Comprehensive Approach to ELD

English learners at all English proficiency levels and at all ages require *both* integrated ELD *and* specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence.

English Learners at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.

Conclusion

The purpose of this chapter has been to describe several essential considerations for curriculum, instruction, and assessment in ELA, literacy, and ELD that set the stage for the remaining chapters and serve as a reference point for many of the discussions that follow.

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Content and Pedagogy: Transitional Kindergarten Through Grade One

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Overview of the Span

The first years of schooling are critical ones. In transitional kindergarten through grade one, children acquire the skills, knowledge, and dispositions that establish the foundation for a lifetime of learning. They develop new understandings about how the world works, and they

Children achieve these skills and understandings through carefully specified and strategically sequenced instruction and rich, authentic experiences in a developmentally appropriate environment that recognizes and responds to their social-emotional, physical, and cognitive needs, all of which are critical to long-term literacy development.

begin to build autonomy in their own learning. Children experience and thoughtfully engage with a range of high-quality literary and informational texts. They comprehend and use increasingly varied vocabulary, grammatical structures, and discourse practices as they share with one another their understandings and ideas about texts and other learning experiences. They learn about the English written system and acquire the foundational skills that enable them to interact independently with print as readers and writers in the years ahead. Children achieve these skills and understandings through carefully specified and strategically sequenced instruction and rich, authentic experiences in a developmentally appropriate environment that recognizes and responds to their social-emotional, physical, and cognitive needs, all of which are critical to long-term literacy development (Dickinson,

McCabe, and Essex 2006; see also the position statement on developmentally appropriate practice by the National Association for the Education of Young Children 2009 at <http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>).

Children who are English learners (ELs) participate fully in the ELA and other content curricula at the same time as they are learning English as an additional language. In transitional kindergarten through grade one, EL children, too, learn to interact in meaningful ways with texts and with others. They learn to collaborate with peers, exchanging information about the texts they are listening to or reading and contributing their ideas and opinions in conversations. They produce language in an increasing variety of ways through writing and discussing, and they develop an awareness about how language works. They make great strides during the grade span by participating in a carefully designed instructional program that immerses them in rigorous and meaningful content. It is important to note that, even as children are learning English as an additional language, California values the primary languages of its students and encourages their continued development. This is recognized by the establishment of the State Seal of Biliteracy. (See the introduction to this *ELA/ELD Framework*.) In addition, and as discussed in chapters 2 and 9, California takes an *additive* stance to language development for all children. This *ELA/ELD Framework* views the nonstandard dialects of English (such as African American English or Chicana/Chicano English) that linguistically and culturally diverse students may bring to school from their homes and communities as valuable assets—resources in their own right and solid foundations to be built upon for developing academic English.

It is important to note that, even as children are learning English as an additional language, California values the primary languages of its students and encourages their continued development.

California's diverse population includes children with disabilities. These children also participate in the rigorous ELA/literacy curriculum. Expectations are high, but accompanying high expectations are appropriate instruction (including collaborations among specialists, teachers, and families) and supports and accommodations that allow for students'

achievement of the skills and knowledge called for by the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards.

This chapter provides guidance for supporting all children's progress toward¹ and achievement of the kindergarten and grade one CA CCSS for ELA/Literacy, and additionally for ELs, the CA ELD Standards. It begins with a brief discussion of the importance of the integrated and interdisciplinary nature of the language arts, and then highlights the key themes of ELA/literacy and ELD instruction. Grade-level sections provide additional guidance for transitional kindergarten, kindergarten, and grade one.

An Integrated and Interdisciplinary Approach

The CA CCSS for ELA/Literacy include strands in Reading, Writing, Speaking and Listening², and Language. As noted in chapters 1 and 2 of this *ELA/ELD Framework*, although the strands are presented separately in the standards, they are interrelated; they are not distinct, independent areas of the curriculum. Just as adults discuss or write about what they read in order to clarify or express their understandings, children should have opportunities to confer and write in response to text. Just as adults read to learn more about a topic under discussion or to inform their writing, children should have opportunities to engage with text to learn more about a subject of interest, investigate questions raised in discussions, and gather ideas for writing. Language is the basis for each of these communicative acts, and vocabulary and an understanding of conventions and the purposes for using language are inseparable from reading, writing, speaking, and listening. Both the CA CCSS for ELA/Literacy and the CA ELD Standards call for the integration of reading, writing, speaking, and listening.

The strands of CA CCSS for ELA/Literacy and the CA ELD Standards are not only integrated among themselves, they are deeply interwoven with content learning. Reading, writing, speaking, listening, and language are inextricably linked to every area of the curricula.

The strands of CA CCSS for ELA/Literacy and the CA ELD Standards are not only integrated among themselves, they are deeply interwoven with content learning. Reading, writing, speaking, listening, and language are inextricably linked to every area of the curricula. Learning subject matter requires that students understand and use the language of the subject to comprehend, clarify, and communicate concepts. The language arts are crucial tools for the acquisition and construction of knowledge and the development of clear, effective communication across the disciplines (National Research Council 2012). And, conversely, learning subject matter enriches development of the language arts as children acquire new vocabulary, new ways of conveying meaning, and new understandings to bring to subsequent interactions with written and spoken text. Thus, this *ELA/ELD Framework* calls for an integrated and interdisciplinary approach to teaching the language arts.

The relationship between the language arts and content learning is apparent throughout California's subject matter content standards. A few examples from kindergarten and grade one standards in various content areas include the following:

1 The CA CCSS and the CA ELD Standards do not include standards for transitional kindergarten. Children in transitional kindergarten are expected to make progress toward the kindergarten CA CCSS and, as appropriate, the kindergarten CA ELD Standards.

2 As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include students who are deaf and hard of hearing using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

- Ask questions, based on observations, to classify different objects by their use and to identify whether they occur naturally or are human-made. (NGSS K-PS1-c)
- Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences. (California Kindergarten Visual and Performing Arts Theatre Content Standard 1.1)
- Describe, extend, and explain ways to get a next element in simple repeating patterns. (California CCSS Grade One Mathematics Standard 4.1)
- Educate family and peers to protect against skin damage from the sun. (California Grade One Health Standard 8.1.P)
- Describe the rights and individual responsibilities of citizenship. (California Grade One History–Social Science Content Standard 1.1)

California’s public school programs, including transitional kindergarten, kindergarten, and grade one, ensure that the strands of Reading, Writing, Speaking and Listening, and Language are taught as mutually supportive elements of the language arts and are a rich and thoughtful aspect of instruction in every subject area.

Similarly, in classrooms with ELs, the components of the CA ELD Standards—“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills”—are integrated throughout the curricula, rather than being addressed exclusively during designated ELD. (See chapter 2 and subsequent sections of this chapter for discussions of integrated and designated ELD.) Snapshots and longer vignettes of practice presented in grade-level sections of this chapter illustrate how the CA CCSS for ELA/Literacy strands, the CA ELD Standards, and content area instruction can be integrated to create an intellectually rich and engaging early literacy program.

Snapshots and longer vignettes of practice presented in grade-level sections of this chapter illustrate how the CA CCSS for ELA/Literacy strands, the CA ELD Standards, and content area instruction can be integrated to create an intellectually rich and engaging early literacy program.

Key Themes of ELA/Literacy and ELD Instruction

Teachers in the grade span recognize their critical role in ensuring children’s initial steps on the exciting pathway toward ultimately achieving the overarching goals of ELA/literacy and ELD instruction . . .

This section discusses each of the five themes of California’s ELA/literacy and ELD instruction described in the introduction to this framework and chapters 1 and 2 as they pertain to transitional kindergarten through grade one (see figure 3.1): **Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills**. Impacting each of these for ELs is learning English as an additional language, and impacting all students is the context in which learning occurs. Displayed in the white field of the figure are the characteristics of the context for instruction called for by this *ELA/ELD Framework*. Highlighted in figure 3.2 is research on **motivation and engagement**, discussed in the introduction and chapter 2 of this framework. Teachers in

the grade span recognize their critical role in ensuring children’s initial steps on the exciting pathway toward ultimately achieving the overarching goals of ELA/literacy and ELD instruction (displayed in the outer ring of figure 3.1): students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century.

Figure 3.1. Circles of Implementation of ELA/Literacy and ELD Instruction



Figure 3.2. Motivation and Engagement

Educators should keep issues of motivation and engagement at the forefront of their work to assist students in achieving the CA CCSS for ELA/Literacy and CA ELD Standards. The panel report *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (Shanahan, and others 2010) makes clear the importance of addressing motivation and engagement in primary grade literacy programs and recommends the following practices:

- Help students discover the purpose and benefits of reading by modeling enjoyment of text and an appreciation of the information it has to offer and creating a print rich environment (including meaningful text on classroom walls and well stocked, inviting, and comfortable libraries or literacy centers that contain a range of print materials, including texts on topics relevant to instructional experiences children are having in the content areas).
- Create opportunities for students to see themselves as successful readers. Texts and tasks should be challenging, but within reach given appropriate teaching and scaffolding.

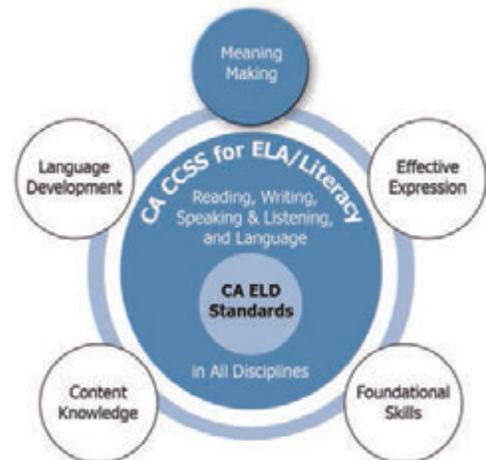
- Provide students reading choices, which includes allowing them choice on literacy-related activities, texts, and even locations in the room in which to engage with books independently. Teachers’ knowledge of their students’ abilities will enable them to provide appropriate guidance.
- Provide students the opportunity to learn by collaborating with their peers to read texts, talk about texts, and engage in meaningful interactions with texts, such as locating interesting information together.

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers’ and the broader school community’s open recognition that students’ primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and also to draw on to build proficiency in English and in all school learning (de Jong and Harper 2011; Lindholm-Leary and Genesee 2010). Teachers are encouraged to do the following:

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Get to know students’ cultural and linguistic backgrounds and how individual students interact with their primary/home language and home cultures.
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum.
- Use texts that accurately reflect students’ cultural and social backgrounds so that students see themselves in the curriculum.
- Continuously expand their understandings of culture and language so as not to oversimplify approaches to culturally and linguistically responsive pedagogy. (For guidance on implementing culturally and linguistically responsive teaching, see chapters 2 and 9 of this *ELA/ELD Framework*.)

Meaning Making

Each of the kindergarten and grade one strands of the CA CCSS for ELA/Literacy make clear the attention that meaning making should receive throughout language arts instruction, as do all components of the CA ELD Standards. The CA CCSS reading standards center on meaningful interactions with literary and informational text. For example, they require that children learn to ask and answer questions about the content of texts (RL/RI.K–1.1), attend to the meaning of words in texts (RL/RI.K–1.4), learn about text structures as different ways to tell stories and share information (RL/RI.K–1.1), explore the role of illustrations in contributing to text meaning (RL/RI.K–1.7), and make comparisons among events or information in one or more texts (RL/RI.K–1.9). Much of this occurs during read aloud experiences in this grade span.



The writing standards, too, reflect an emphasis on meaning. Children’s writing (as dictated or independently produced) is *about something*: the expression of opinions (W.K–1.1), the conveyance of information (W.K–1.2), and the telling of stories (W.K–1.3). Furthermore, children share their writing

... writing is not simply copying text, a rote act devoid of meaning. It is using the understanding that print is meaningful and purposeful in concert with the skills that are being acquired to create and communicate ideas and information.

with others and respond to their questions and suggestions to better communicate their ideas and information in written language (W.K–1.5). In other words, writing is not simply copying text, a rote act devoid of meaning. It is using the understanding that print is meaningful and purposeful in concert with the skills that are being acquired to create and communicate ideas and information.

The speaking and listening standards also focus on meaning. Beginning in the first years of schooling, children are taught to participate in conversations that center on the meaning of texts, media, and peers’ and adults’ comments (SL.K–1, Standards 1–3) as well as to express ideas and thoughts so that others understand (SL.K–1, Standards 4–6). Children learn to ask and answer questions in order to seek

help, get information, or provide clarification (SL.K–1, Standards 1–3).

Language standards, too, include a focus on meaning. Children determine and clarify the meaning of words and phrases based on grade-level reading and content, and they use newly acquired language meaningfully (L.K–1, Standards 4–6).

The CA ELD Standards also center on meaning making. Children learn to interact in meaningful ways (Part I) through three modes of communication: collaborative, interpretive, and productive. In order to engage meaningfully with oral³ and written texts, they continue to build their understanding of how English works (Part II) on a variety of levels. They learn how different text types are organized and structured to achieve particular social purposes, how texts can be expanded and enriched using particular language resources, and how ideas can be connected and condensed to convey particular meanings.

In short, Meaning Making is a clear theme in the CA CCSS for ELA/Literacy and the CA ELD Standards at all grade levels, and the transitional kindergarten through grade one span is no exception. In the next section, guidance centers on meaning making with text.

Many factors influence comprehension of text, including proficiency with language (especially academic language, that is, complex sentence and discourse structures and vocabulary), content knowledge, and knowledge of and skill with the alphabetic code.

Meaning Making with Text

In this section, which focuses on meaningful interactions with text, the terms *meaning making* and *comprehension* are used interchangeably. (See a definition of meaning making in figure 2.6 in chapter 2 of this *ELA/ELD Framework*.) Many factors influence comprehension of text, including proficiency with language (especially academic language, that is, complex sentence and discourse structures and vocabulary), content knowledge, and knowledge of and skill with the alphabetic code. These are addressed briefly in figure 3.3 and more extensively in subsequent subsections of this chapter.

³ For students who are deaf and hard of hearing who use American Sign Language as their primary language, the term *oral* refers to the use of sign language.

Figure 3.3. Contributors to Meaning Making with Text

Many strands or clusters of standards contribute to meaning making with text. Among them are the following:

- **Those that help students develop a deeper understanding of literary and informational text.** Students respond to probing questions, make inferences, connect new ideas and information to previous knowledge, and engage aesthetically and critically with a range of text. In the transitional kindergarten through grade one span much of this work is done through interactive read alouds. As students become more proficient in reading independently, a combination of interactive read alouds and reading text is used.
- **Those that help students understand more complex language and discourse structures (i.e., academic language).** Students build proficiency with more grammatically complex clauses, expanded noun and verb phrases, and complex sentences. Much of this work with young children is done orally at first, and then it is blended with reading text.
- **Those that focus on developing students' vocabularies and knowledge of the concepts underlying these words.** Students cannot understand either spoken or written text unless they know nearly all the words being used and the concepts embodied in those words.
- **Those that contribute to students' knowledge about a subject and the manner by which the content is communicated.** Knowledge has a major impact on readers' ability to engage meaningfully with the content of a text. Thus, material used in either oral or written form should contribute to students' growing knowledge about the world and of the ways in which that knowledge is conveyed (e.g., different text structures and features).
- **Those that lead to mastery of the foundational skills so that students can independently—and with ease—access written language.** Students learn how print works. They learn to decode written words accurately and with automaticity, that is, effortlessly and rapidly. They identify the sounds represented by letters in printed words and blend those sounds into words. With practice, the words become automatically recognized. Eventually, students reach the magic moment when they can use the foundational skills they have been acquiring to recognize enough decodable and high-frequency irregularly spelled words that written text becomes like speech and they can decode and understand new (that is, previously unencountered) text at their level. Most children should be able to read simple text independently by mid-first grade. A significant, but by no means exclusive, focus of the work in the transitional kindergarten through grade one span is devoted to instruction in foundational skills. As children become familiar with more complex spelling-sound patterns and have practiced enough words, their growing lexicon of automatically recognized words allows them to read increasingly complex text fluently and frees them to think about, enjoy, and learn from what they are reading. As children progress through the grades and develop more confidence in their reading ability, they can also productively struggle with text with concept loads, vocabulary, and language structures somewhat above their level.

- ***Those that contribute to motivation to read.*** A variety of interesting topics, acclaimed stories, and engaging activities can be highly motivational and facilitate learning to read. In addition, texts that reflect the cultural, home, and community backgrounds of students enable them to see themselves as part of the literate experience and therefore contribute to the motivation to engage in reading and other literacy experiences. (See also figure 3.2.)

... young children should learn from the start that the purposes of written language include conveying information, sharing ideas, provoking questions, igniting curiosity, persuading, and entertaining, and they should be provided instruction that facilitates thoughtful interactions with text.

A panel of experts in its report *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (Shanahan, and others 2010, 5) makes clear the importance of meaning making as children engage with text: “Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, *making early reading comprehension instruction particularly critical*” (italics added). In other words, young children should learn *from the start* that the purposes of written language include conveying information, sharing ideas, provoking questions, igniting curiosity, persuading, and entertaining, and they should be provided instruction that facilitates thoughtful interactions with text. Such thoughtful interactions include critical thinking, a crucial 21st century skill (see chapter 10 of this *ELA/ELD*

Framework). To delay instruction that targets meaning making until after children have acquired foundational skills is to serve children poorly.

Drawing on scientific evidence, the report outlines the following five recommendations for reading comprehension instruction in kindergarten through grade three:

- Teach students how to use reading comprehension strategies to help them understand and retain what they read.
- Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.
- Guide students through focused, high-quality discussion on the meaning of text.
- Select texts purposefully to support comprehension development.
- Establish an engaging and motivating context in which to teach reading comprehension.

Further, the panel notes that “To be successful, these five recommendations must be implemented in concert, and clearly explained in a rich educational context that includes the following: a comprehensive literacy curriculum, ample opportunity for students to read and write while being coached and monitored by teachers, additional instruction and practice for students based on the results of formal and informal assessments, and adequate resources for students and teachers” (8). In the following sections, the first two bulleted recommendations are addressed. The final three recommendations are included in other sections of this chapter (specifically, in the subsection on discussion in the section on effective expression and in figure 3.2; see also chapter 2 in this *ELA/ELD Framework*).

Teaching Comprehension Strategies. The research panel identifies in its report the following effective comprehension strategies: activating prior knowledge or making predictions; questioning; visualizing; monitoring, clarifying and fix-up strategies; inference making; and summarizing/retelling.

Each of these should be modeled and encouraged as children listen to and read texts. (See figure 4.4 in chapter 4 of this *ELA/ELD Framework* for brief descriptions of these strategies.) Questioning is the focus of this section.

During the transitional kindergarten through grade one span, children build skill in answering and asking questions about grade- and age-appropriate text. Both processes are related to comprehension (NICHD 2000). Teachers strategically use questions to guide and monitor children's understanding of the text. Because their purpose is to support children's understanding of text, questions should be, for the most part, text dependent; that is, they should require attention to the text. When teachers use predominantly text-independent questions, they render engagement with the text unnecessary as children are capable of participating in discussions without having listened to or read the text. Text-dependent questions guide children in attending to, thinking about, and learning from the text. Children learn to examine the text in order to answer questions. An emphasis on text-dependent questions in no way suggests that children are discouraged from drawing on their experiences and understandings of the world to interpret text. In fact, this is what thinking, critical readers do.

Questions posed by teachers include ones that extend children's thinking beyond literal understandings of the text. Higher-level questions, those that prompt inference making, synthesis, analysis, and critical thinking, are crucial for all children to consider throughout the years of schooling, including during transitional kindergarten, kindergarten, and grade one, if they are to achieve the goals described in the introduction and chapter 2 of this *ELA/ELD Framework* and displayed in the outer ring of figure 3.1 in this chapter.

Figure 3.4 provides examples of text-dependent and, for contrast, text-independent questions for *Mr. Popper's Penguins* by Richard and Florence Atwater (Atwater, Atwater, and Lawson 1988). This chapter book may serve as a read aloud selection for kindergarteners and grade one children who are ready to engage with longer texts over a period of weeks.

Figure 3.4. Examples of Text-Dependent and Text-Independent Questions for Mr. Popper's Penguins by Richard and Florence Atwater

Text-Dependent Questions	Text-Independent Questions
<p><i>Literal Comprehension Questions:</i></p> <ul style="list-style-type: none"> • What surprising package arrived in the mail? • Why was the package sent to Mr. Popper? • What reason is suspected for Captain Cook's declining health? • What is Captain Cook's response to Greta? • How do the penguins affect the Poppers' lives? <p><i>Inferential Comprehension Questions:</i></p> <ul style="list-style-type: none"> • How do the Poppers feel about owning so many penguins? What in the book contributes to your conclusion? • Based on the events in the story up to this point, what do you think will become of the penguins and the Poppers? Why do you think so? 	<ul style="list-style-type: none"> • What surprise package would you like to receive in the mail? • Have you ever seen a penguin? • What do penguins look like? • Have you been to a zoo? What animals most interested you? • Penguins are birds that cannot fly. Why do you suppose that is? • In this story, Captain Cook is sad. What are some reasons a character might be sad? • Would you like to own several penguins? Why or why not? What animals do you own?

In addition to responding to teacher-posed questions, children learn to generate their own questions as they or the teacher reads. In doing so, they actively engage with the text and comprehension is enhanced (NIHCD 2000, Shanahan, and others 2010). Teachers model asking themselves questions as they read aloud with children; they prompt children’s questions by asking them at points in a selection what they want to know or what the just-read event or information makes them wonder; and they assist students in formulating questions. They discuss and provide examples of who, what, when, where, why, and how questions. The gradual release of responsibility model discussed in chapter 2 of this *ELA/ELD Framework* may be employed. Some children need more modeling and scaffolding than others.

When teachers make transparent the different ways text types are organized and highlight the language used in different texts and tasks, all children, and ELs in particular, are in a better position to comprehend the texts they listen to and read, discuss the content, and write their own texts.

Developing a Sense of Text Structure. As noted above, the panel examining research on improving reading comprehension in the primary grades concludes that children’s ability to identify and use a text’s organizational structure contributes to comprehension (Shanahan, and others 2010). Furthermore, they note that children can develop a sense of text structure as early as kindergarten. A narrative structure is generally used for stories, including fiction and nonfiction (such as Wendy Tokuda’s *Humphrey the Lost Whale: A True Story*). It typically includes an introduction to characters, a setting, a goal or problem, a plot focused on achievement of the goal or overcoming the problem, and a resolution. Nonnarrative texts use

other structures, such as description, sequence, problem and solution, cause and effect, and compare and contrast. Certain words often signal the type of structure. For example, compare and contrast structures typically employ words such as *both, different, alike, unlike, but, and however*.

Beginning in the early years, children should have ample exposure to and sufficient instruction in the range of text structures so that they can use their knowledge of text structures to understand increasingly challenging texts in the grade span and the years ahead. Thus, making available and engaging children as listeners, readers, and writers of a range of literary and informational texts is crucial, as is talking explicitly about different text structures while sharing books and modeling writing that employs the structures. (See figure 2.2 in chapter 2 for the range of text types.)

When teachers make transparent the different ways text types are organized and highlight the language used in different texts and tasks, all children, and ELs in particular, are in a better position to comprehend the texts they listen to and read, discuss the content, and write their own texts. Children experiencing difficulty with meaning making may benefit from more instruction directed at and opportunities to engage with and practice identifying a range of text structures.

Language Development

Language plays a major role in learning. Indeed, its ongoing development is imperative if students are to achieve the goals set forth in the introduction to this *ELA/ELD Framework* and displayed in the outer ring of figure 3.1. Language development should be a central focus of schooling, in all areas of the curricula, beginning in the first years.

Both the CA CCSS for ELA/Literacy and CA ELD Standards for kindergarten and grade one reflect the importance of language development. Each strand of the CA CCSS for ELA/Literacy includes attention to language. For example, children learn to determine the meaning of words and phrases in texts in the Reading strand (RL/



RI.K–1.4). Children make progress toward crafting their written language (including through dictation) in such a way as to express an opinion (W.K–1.1), inform or explain (W.K–1.2), and narrate events (W.K–1.3). In doing so they employ different text structures, grammatical structures, and vocabulary. They build skill in the effective use of language as they engage in focused discussions on grade-level topics and texts (SL.K–1.1). And, they build skill in determining the meaning of words that are used in texts and in grade-level content (L.K–1.4), examining word relationships (L.K–1.5) and appropriately using new language (L.K–1.6). The CA ELD Standards in total center on building ELs’ proficiency in the range of rigorous academic English language skills necessary for participation in and achievement of grade-level content. The CA ELD Standards amplify the emphasis on language development and language awareness in the CA CCSS for ELA/Literacy.

Transitional kindergarten, kindergarten, and grade one instruction places a premium on language development for all children. Because language is acquired largely through exposure to and purposeful use of language in a range of meaningful contexts, teachers establish language-rich environments for children. They model the use of broad vocabulary and varied grammatical and discourse structures as they interact with children, deliver instruction and facilitate learning experiences across the curricula, and discuss classroom routines. They read aloud texts that stretch children’s language, drawing attention to and commenting on interesting sentences and discourse structures and new or key vocabulary. They engage children in genuine discussions about their experiences, their interests, current events, and the curricula. They provide stimulating, social learning activities and investigations that fuel conversations. They act on the knowledge that children learn language by using it.

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These opportunities for oral language are crucial for children’s language development, whatever the primary/home language and language of instruction. They are also central to learning an additional language (as in the case of ELs learning English and children participating in dual immersion programs). In addition, they are vital for children who may have had limited exposure to the kind of language found in written texts (Dickinson and Smith 1994).

The CA ELD Standards highlight and amplify language development. Part I of the CA ELD Standards, “Interacting in Meaningful Ways,” ensures that EL children have opportunities to use English to engage in dialogue with others (collaborative mode), comprehend and analyze texts (interpretive mode), and create oral and written texts (productive mode). Part II, “Learning About How English Works,” focuses on developing children’s abilities to use the language resources English affords for different purposes and contexts. Students learn how language is used to create different text types (e.g., how a story is typically organized sequentially with predictable stages, how an opinion piece is organized around a stated point of view and explained with reasons and information), how descriptive vocabulary or prepositional phrases can enrich and expand their ideas (e.g., *I like pizza.* → *Pizza is scrumptious.*), and how language can be used to combine or condense their ideas in particular ways (e.g., *She’s a doctor. She’s amazing. She saved the animals.* → *She’s the amazing doctor who saved the animals.*)

The next section focuses on vocabulary instruction. It is followed by a brief discussion of the impact of reading aloud to children on their language development. Teaching language conventions is addressed in the forthcoming section on effective expression.

Vocabulary Instruction

In the transitional kindergarten through grade one span, as in all grade levels, children are provided thoughtful and deliberate vocabulary instruction that involves providing children with extensive experiences with language, creating a word-conscious environment, teaching specific words, and teaching word-learning strategies. (See chapter 2 of this *ELA/ELD Framework*.) The latter two are discussed here. See the grade-level sections of this chapter for additional information.

Selected words from literary and informational texts and content area instruction (e.g., history–social science, science, mathematics, and the arts) are defined and discussed at different points in the instructional cycle.

Some words are best previewed before engaging with a text or content area investigation (such as those that substantially impact meaning), some are discussed at the time of use (such as those for which a synonym may be supplied), and some are explored in depth afterwards (such as those that are likely to be encountered in many contexts). The curriculum is designed so that children have multiple exposures to new vocabulary. For example, text sets on a grade-level topic are created so that children experience a target word used in different texts. And, content area curricula are well organized so that new concepts, and the accompanying vocabulary, are developed coherently and over time. In addition, teachers intentionally use the new vocabulary in written and oral interactions, including during discussions and hands-on experiences, with children throughout the day in order to model appropriate and wide application of the words.

Students explore and build an understanding of the relationships among words and nuances in word meanings (L.K–1.5). Importantly, words are learned in an instructional context that contributes to meaning. There is a reason for learning the words: they are relevant to a text being read, the children's lives, or content under study. Words that are taught in depth are those that children need in order to develop as literate individuals.

Word-learning strategies for determining the meaning of unknown words are also part of instruction. Children learn about and use knowledge of word parts (such as the use of the prefixes *un-* and *pre-*) to determine a word's meaning (L.K.4b and L.1.4b and c). In grade one, they also learn to use sentence-level context as a clue for the meaning of a word or phrase (L.1.4).

Reading Aloud

Reading aloud is a powerful way to develop young children's language. Effective read alouds are interactive, and teachers stop at strategic points in a text to model their thinking, ponder interesting questions with children, and highlight features of language or plot. Teachers read aloud to students daily from a range of texts, and they engage them in discussions about the content and language of the texts. Reading aloud thus provides access for all children, especially ELs and children who have limited read-aloud experiences in English at home, to complex texts that contain general academic and domain-specific vocabulary, a variety of grammatical structures, and ideas worth discussing.

Effective read alouds are interactive, and teachers stop at strategic points in a text to model their thinking, ponder interesting questions with children, and highlight features of language or plot.

When reading aloud, teachers create a positive socio-emotional climate for young children. The read aloud is an engaging experience for both the teacher and children. To ensure that read alouds are optimally beneficial for all children, teachers plan high-quality lessons in

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To ensure that read alouds are optimally beneficial for all children, teachers plan high-quality lessons in advance, provide appropriate levels of scaffolding and accommodations, select texts carefully, observe their students during the read aloud, and adjust their teaching accordingly.

advance, provide appropriate levels of scaffolding and accommodations, select texts carefully, observe their students during the read aloud, and adjust their teaching accordingly.

The quality of the texts used for read alouds matters. Informational texts are rich in content, contain both domain-specific and general academic vocabulary, and are interesting to young children. Narrative texts contain an abundance of general academic vocabulary, are entertaining, and provide multiple opportunities for students to make inferences. They tell great stories, promote reflection and conversation about ideas and events, lend themselves to rich retellings, and are so

engaging that children want to experience them over and over again (Beck and McKeown 2001).

Questions posed during and after teacher read alouds not only focus on literal comprehension (e.g., *Who are the characters? What is the setting?*), they also promote deeper student thinking and extended discussions and provide opportunities for children to retell, infer, and elaborate (e.g., *How does Lilly feel about her little brother after he is born? How do you know?*). Teachers observe how students use comprehension strategies and how they develop understandings about content and language during read aloud experiences.

When teachers read aloud texts that contain complex grammatical and discourse structures and academic vocabulary, young children are provided access to language and content that they are not yet able to interact with in written form themselves. Children who are not yet fluent readers are then free to focus their mental energy on the language and ideas presented in the text. They learn vocabulary, grammatical structures, and discourse practices as they gain familiarity with high-quality literature and acquire content knowledge. These experiences help prepare them to read rich and complex texts independently as they progress through the grades. Figures 3.5 and 3.6 present examples of the rich language found in many high-quality literary and informational texts.

Figure 3.5. Selected Academic Vocabulary and Complex Grammatical Structures from Rumpelstiltskin by Paul O. Zelinsky

General Academic Vocabulary	Complex Grammatical Structures
encountered impress passion slightest delighted rejoiced scarcely piteously inquiries	<ul style="list-style-type: none"> • Now, the king had a passion for gold, and such an art intrigued him. • There sat the poor miller's daughter, without the slightest idea how anyone could spin straw into gold. • So he led the miller's daughter to a larger room filled with straw, and he ordered her to spin this straw too before dawn, if she valued her life.

Figure 3.6. Selected Academic Vocabulary and Complex Grammatical Structures from *Surprising Sharks* by Nicola Davies

General Academic Vocabulary	Domain-Specific Vocabulary	Complex Grammatical Structures
avoid (p. 10) blend (p. 10) patterned (p. 11) replace (p. 16) basic (p. 17) sensitive (p. 20) detect (p. 21)	fins (p. 14) scales (p. 15) gill (p. 15) cartilage (p. 17) plankton (p. 22) species (p. 23)	<ul style="list-style-type: none"> • Inside the gill slits there is a very thin layer of skin that lets oxygen from the water get into the shark’s blood, just as our lungs let oxygen from the air into our blood when we breathe. (p. 15) • Every animal has nerves, which are like cables carrying electrical messages around the body. (p. 21)

Teachers encourage reading aloud at home. They collaborate with parents and other caregivers to share ways of reading aloud, including ways that support school learning. Parents or other caregivers of ELs are encouraged to read aloud in the child’s primary language.

Teachers ensure that they and others read aloud from a wide range of books. In addition to promoting language development, exposure to myriad genres and topics contributes to children’s progress toward becoming broadly literate, which is one of the overarching goals of California’s ELA/literacy and ELD instruction. (See the introduction and chapter 2 of this *ELA/ELD Framework* and the outer ring of figure 3.1 for a discussion of goals. See also the section in chapter 2 on reading aloud.)

Effective Expression

In the earliest grades, children begin to make progress toward expressing themselves effectively. They use their developing language to make their wishes and opinions known. They convey information in such a way that others can understand. They ask questions to meet their cognitive (and other) needs and satisfy their curiosity. Multiple standards across the strands of Reading, Writing, Speaking and Listening, and Language contribute to children’s progress in effective expression. This section includes an overview of effective expression in writing, discussing, and presenting, as well as using grade-appropriate language conventions. Additional guidance is provided in the grade-level sections of this chapter.



Writing

The writing standards reflect an emphasis on meaningful and skillful communication. Children’s writing (as dictated or independently produced) is *about something*: the expression of opinions (W.K–1.1), sharing of information (W.K–1.2), and telling of stories (W.K–1.3). Furthermore, children share their writing with others and respond to their questions and suggestions to more effectively communicate their thinking in written language (W.K–1.5). In other words, as noted in the previous section on meaning making, writing is not simply copying text. It is using the understanding that print is purposeful in concert with the skills that are being acquired—to create and communicate, to express ideas and information—for oneself or for others.

In the transitional kindergarten through grade one span, children begin to express themselves through writing by making marks, drawing, and dictating their ideas to an adult or older student.

During the early years of schooling, children are provided many exemplars of high-quality written language, including through the texts they are exposed to and through the models provided by their teacher who writes with and for them on a daily basis.

And, they begin to use the alphabetic code as their own tool for their own purposes. (See chapter 4 for a discussion of spelling development.) Children are taught and observe that writing is about conveying meaning, and that written language is the communicative mode by which they can learn much about their world (through reading) and can express their thoughts and, if they wish, to make them available for others to read (through writing). Young children find satisfaction in their increasing abilities to express themselves in print.

During the early years of schooling, children are provided many exemplars of high-quality written language, including through the texts they are exposed to and through the

models provided by their teacher who writes with and for them on a daily basis. They examine the author’s craft (RL/RI.K–1, Standards 4–9). Children make progress toward developing and organizing their ideas in writing. They, with more or less assistance depending upon the complexity of the task relative to their skills, compose different types of text: opinion, informative/explanatory, and narrative texts (W.K–1, Standards 1–3). They learn to add details to strengthen their writing (W.K–1.5). With guidance and support, they produce and publish their literary and informational writing in a variety of formats, sometimes with the use of technology (W.K–1.6).

In the transitional kindergarten through grade one span, children have many opportunities to write in a range of contexts, for a range of purposes and audiences, and in a range of formats. They write about imaginary or real experiences, about texts they have engaged with, and about subject matter they are learning in every content area. They learn that writing is a powerful skill that can provide an outlet for personal expression and reflection and that it can serve to entertain, inform, and influence others. Children employ their developing writing skills to pursue their goals as learners and as members of a community.

The CA ELD Standards serve as a guide to support ELs’ achievement toward effective expression in writing. They highlight and amplify skills that contribute to writing: Children learn through integrated and designated ELD about how texts are structured, how to expand their ideas using rich language, and how to connect their ideas within sentences and throughout entire texts to create more interesting, informative, or persuasive pieces of writing.

Discussing

The Speaking and Listening strand emphasizes skillful and meaningful informal and formal communication with peers and adults. Beginning in the first years of schooling, children develop their abilities to communicate clearly with others in academic settings. They participate in discussions that center on texts and topics, and they learn to ask and answer questions to clarify understanding (SL.K–1, Standards 1–3). They communicate their understandings and ideas as they engage in one-on-one, small-group, and whole-class discussions. Teachers ensure that children converse with diverse partners, and they teach children how to take turns, listen to others’ comments, build on others’ ideas, and ask for and provide clarification as needed. Teachers implement a variety of discussion structures to ensure equitable participation. Importantly, they provide interesting, intellectually stimulating environments that promote conversations about academic topics. Teachers of young children recognize the

Teachers ensure that children converse with diverse partners, and they teach children how to take turns, listen to others’ comments, build on one another’s ideas, and ask for and provide clarification as needed.

crucial role these years play in their students' continuum of learning toward—years later—the achievement of the College and Career Readiness Anchor Standards for Speaking and Listening in Comprehension and Collaboration (CCR.SL.1–3).

Four factors contribute to the success of young children's discussion of text, according to a research panel (Shanahan, and others 2010, 23–28). Two are related to planning and two are related to sustaining and expanding the discussion. In terms of planning, the panel recommends that teachers:

- Ensure that texts are compelling enough to spark discussion; in other words, the topic should be interesting to the children and the discussion should be worth having
- Prepare higher-order questions that prompt children to think more deeply about the text

In terms of sustaining and expanding discussions, the panel recommends that teachers:

- Ask follow-up questions to encourage and facilitate the discussion
- Provide opportunities, with ample scaffolding, for children to engage in peer-led discussions

As citizens of the 21st century, children begin to engage in discussions with others well beyond the local setting. For example, some teachers facilitate online interactive video calls with partner classrooms in another region or country.

Presenting

Even in the earliest grades, children begin to build the skills needed for the effective presentation of knowledge and ideas so important to their educations, careers, and civic participation in the years ahead (SL.K–1, Standards 4–6). Presenting requires more formal language use than discussion as well as a heightened awareness of audience. Presenting typically includes preparation, especially in organizing ideas or points. It sometimes includes drawings or other visual displays to provide detail or clarification (SL.K–1.4). Children are given many opportunities, with age-appropriate guidance and support, to present for both small and large groups during the transitional kindergarten through grade one span—often (but not exclusively) in the form of “sharing” (or “show and tell”). Importantly, children are taught how to respond positively, respectfully, and actively as listeners.

Children are given many opportunities, with age-appropriate guidance and support, to present for both small and large groups during the transitional kindergarten through grade one span . . .

Effective presentations interest both speakers and listeners, and children have choices in what they wish to present. Furthermore, presenting should be a psychologically safe and affirming experience for all children.

Some presentations, such as small group presentations of songs or poetry, are recorded and shared virtually, with appropriate permissions, with broad audiences. Multilingual presentations may be developed drawing upon the languages of the children.

Using Language Conventions

One aspect of effective expression is the use of language conventions. Young children differ from one another in their knowledge of and exposure to the conventions of standard English, and teachers teach conventions explicitly, gently guiding young children toward their proficient use in both written and spoken expression. It is important to note that grammar and its usage rarely develop in a linear path, and that as children synthesize new grammatical knowledge with their current knowledge, it may appear that they are making “errors” in areas of language development they have already internalized. However, these incorrect usages (such as saying *goed* to signify past tense of *go*) are a natural part of language development.

Spelling is one of the language conventions in which children make great strides during the transitional kindergarten through grade one span. The language standards related to spelling are closely tied to the foundational skills discussed in a forthcoming section of this chapter. During the span, children:

- Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2c)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2d)
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d)
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e)

See the grade-level sections for more information. See also chapter 4 in this *ELA/ELD Framework* for a discussion of spelling development.

Content Knowledge

Content knowledge other than ELA, is largely the purview of other frameworks and model curricula published by the California Department of Education (<http://www.cde.ca.gov/>). A few examples include frameworks on history–social science, health, visual and performing arts, and the Education and the Environment Initiative Curriculum (<http://www.californiaeei.org/Curriculum/>). However, given the reciprocal relationship between content knowledge and literacy and language development and the call for integration of the curricula, discussions of content knowledge are included throughout this *ELA/ELD Framework*.

Decades of research indicate that knowledge contributes to reading and writing achievement. The more an individual knows about a topic, the more success he or she likely has engaging meaningfully with text and others about the topic. Furthermore, knowledge of subject matter is accompanied by, and indeed cannot be separated from, language development. Words, sentence structures, and discourse structures differ across subject matter (Shanahan and Shanahan 2012), and so content learning contributes to the development of language, especially academic language. In short, content knowledge facilitates literacy and language development.

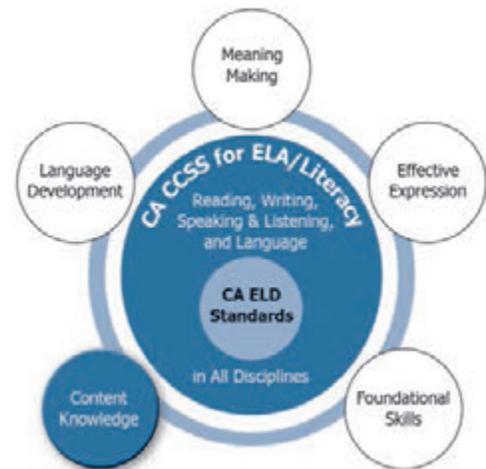
Words, sentence structures, and discourse structures differ across subject matter, and so content learning contributes to the development of language, especially academic language.

The reciprocal is true as well. Not only does content knowledge impact literacy and language development, but literacy and language development provide students with the tools to independently access, acquire, and construct domain and general world knowledge. The more skilled children are in the language arts (that is, reading, writing, speaking, and listening), the more they can learn about the world.

Two points about content area instruction are crucial. First, content area instruction should be given adequate time in the school day, including during the earliest years of schooling. Second, content area instruction should include attention to literacy and language development in the subject matter along

with subject-matter appropriate pedagogy (e.g., meaningful hands-on investigations, explorations, projects, demonstrations, and discussions).

Three aspects of the ELA/literacy instruction that support content learning are discussed here. These include wide reading, engaging with informational texts, and engaging in research.



Wide Reading

Interactions with texts contribute to knowledge (Cunningham and Stanovich 1998). Indeed, the more individuals read, the more knowledge they acquire. This knowledge, in turn, supports further literacy and language achievement. Children's exposure to a wide range of texts occurs, in transitional kindergarten through grade one, largely through listening to and engaging with a broad—and cohesive—range of texts read aloud by an adult. As children achieve some independence with text, teachers encourage their individual engagement with texts on a daily basis while continuing to read aloud. They ensure that each child interacts with a range of texts on a range of topics. (See chapter 2 of this *ELA/ELD Framework* for a discussion of wide and independent reading.)

They [teachers] have ample selections, in English and in the languages of the children, available to share with children, both as read alouds and for independent exploration.

Teachers are well versed in high-quality children's literature of all genres; each genre, including fiction, can contribute to children's knowledge. They have ample selections, in English and in the languages of the children, available to share with children, both as read alouds and for independent exploration. Recommendations are exchanged with families. Colleagues, teacher librarians, families, and communities are good resources of materials for classroom teachers. Wide reading begins early and contributes to children's progress toward becoming broadly literate, one of the overarching goals for California's students discussed in the introduction and chapter 2 of this *ELA/ELD Framework* and displayed in the outer ring of figure 3.1.

Engaging with Informational Text

The CA CCSS for ELA/Literacy include ten standards in the Reading strand that focus on reading informational text (RI.K–1, Standards 1–10). These standards underscore the importance of building children's skill with this genre. Informational text is a valuable source of knowledge. However, engaging with informational texts, though crucial, does not replace the learning experiences and investigations that are essential aspects of content instruction. Instead, it complements them.

During the transitional kindergarten through grade one span, about half of the texts children engage with (including those read aloud by teachers) are informational texts. Informational texts are different from narrative texts in several ways, placing different demands on the reader (Duke 2000). Informational texts convey disciplinary knowledge, such as concepts and content in history/social studies, science, and the arts, and are characterized by use of domain-specific and general academic vocabulary. In addition, some informational texts employ features not found in most narratives: tables of contents, glossaries, diagrams, charts, bolded text, and headings. Furthermore, many informational

Informational texts capitalize on young children's natural curiosity in their world, and their use is fundamental to building children's competence with a variety of genres as well as to building their knowledge.

texts make use of organizational structures different than the story grammar (i.e., setting, characters, problem or goal, sequence of events, resolution) used in most narratives, such as cause-effect, problem-solution, and compare-contrast. Experiences with informational texts provide children familiarity with the types of texts that predominate later schooling and careers. The important role of informational text in curriculum and instruction was recognized in California's *2007 Reading/Language Arts Framework for California Public Schools* (CDE 2007) and continues to be recognized in this *ELA/ELD Framework*.

Informational texts capitalize on young children's natural curiosity in their world, and their use is fundamental to building children's competence with a variety of genres as well as to building their knowledge. To support the former, instruction is provided that

Some texts are read aloud by the teacher due to their more challenging nature and some are read, with instructional support, by children in small or large groups, or independently.

addresses the features and structures of texts. To support the latter, a coherent program of informational text interactions is implemented. That is, informational texts are not selected randomly. They are chosen on the basis of children’s interests and grade-level content standards, topics, and themes. If children show an interest in reptiles, for example, teachers share and make available many texts about reptiles, thus building children’s knowledge of the subject, including its language. Some texts are read aloud by the teacher due to their more challenging nature and some are read, with instructional support, by children in small or large groups, or independently.

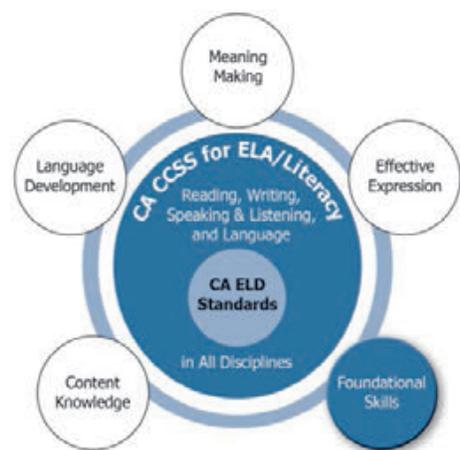
At the same time, teachers deliberately select informational texts that contribute to grade-level science, social studies, and other curricula. For example, one goal in the visual arts curriculum for California’s kindergarteners is that children explore principles of design. When these concepts are introduced and developed, teachers share informational texts that reinforce and extend understanding, such as Nancy Elizabeth Wallace and Linda K. Friedlaender’s *Look! Look! Look!* and Molly Bang’s *Picture This: How Pictures Work*. The more children learn about their worlds through hands-on experiences, discussions, and text interactions, the more they benefit as future readers and writers in general and as learners in content areas.

Engaging in Research

Starting as transitional kindergarteners, children participate in shared research projects that may be completed in a single day or that extend over several days or even longer (W.K–1.7). They work in collaboration with peers, with ample guidance from an adult, to pursue topics of interest, seeking information from a variety of sources, including texts (digital and paper), media, peers, and adults. They also, with guidance and support, recall information from experiences or gather information from provided sources to answer a question (W.K–1.8). Engaging in these projects contributes to children’s knowledge. Notably, the collaborative nature of research projects, in which children interact in meaningful ways with their peers about the rich content they are learning, also promotes language development. Children express themselves, attend carefully to what their peers are saying, interpret information from texts and other resources, and write or create a product that conveys their understanding of the content. Reading and speaking and listening standards of the CA CCSS for ELA/Literacy and the collaborative, interpretive, and productive skills outlined in the CA ELD Standards are richly employed in joint research projects. Likewise, writing standards are addressed when children record their questions, processes, and findings in writing.

Foundational Skills

Careful, systematic attention is given to development of the foundational skills during the early years, as these skills play a critical role in reading success (Brady 2012, NICHD 2000) and the achievement of the goals of ELA/ELD instruction discussed in the introduction and chapter 2 to this *ELA/ELD Framework* and displayed in the outer ring of figure 3.1. The CA CCSS Reading Standards for Foundational Skills and Part III of the CA ELD Standards (“Using Foundational Literacy Skills”) are directed toward fostering children’s understanding and working knowledge of concepts of print, phonological awareness, phonics and word recognition, and fluency. Several standards in the Language strand, especially those in which children learn to print upper- and lowercase letters (L.K–1.1) and learn to write a letter or letters for



consonant and short-vowel sounds and spell words phonetically (L.K–1.2), are highly related to the foundational skills standards.

The CA CCSS for ELA/Literacy state, “foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines” (CDE 2013a, 17). This section addresses foundational skills instruction in English. For guidance on teaching foundational skills in Spanish, see the Spanish translation and linguistic augmentation of the CA CCSS for ELA/Literacy (Common Core en Español, <https://commoncore-espanol.sdcoe.net/>). Guidance on teaching foundational skills in other languages, including American Sign Language, is forthcoming.

Acquisition of the foundational skills of reading is essential for independence with printed language.

Acquisition of the foundational skills of reading is essential for independence with printed language. (See figure 3.7.) During the transitional kindergarten through grade one span, children develop concepts about print and achieve phonemic awareness, the most difficult level of phonological awareness (RF.K–1, Standards 1–2). They develop phonics skills: Children learn letter-sound and spelling-sound correspondences and how to use that knowledge to decode words (RF.K–1.3). They make great strides in fluency, which emphasizes accuracy with progress also being made in automaticity and prosody during this span (RF.K–1.4). When provided supports, accommodations, and research-based instruction, students with disabilities master foundational literacy skills. An overview of each of the foundational skills is presented here. Grade-level specific guidance is provided in the grade-level sections.

Figure 3.7. Independence with the Code

A major goal of early reading instruction is to teach children the skills that allow them to independently engage with print. One of these skills is decoding printed words. Mastering this skill begins the process of automatically recognizing words, which frees readers to think about what they read.

By sounding out or decoding a new word, the learner connects the letters or letter combinations with the sounds they represent and blends those sounds into a recognizable spoken word with its attendant meaning. (The spoken word should already be in the beginning reader’s vocabulary, and the learner should understand that the point of decoding is to access meaning.) After a word is decoded several times, this sound-symbol-meaning package becomes established. In subsequent encounters with the word in print, the learner recognizes and understands the word at a glance in much the way he or she understands a familiar spoken word.

Ensuring that children know how to decode regularly spelled one-syllable words by mid-first grade is crucial to their progress in becoming independent readers. (Instruction in decoding simple words begins for many children in kindergarten.) Beginning readers need several skills in order to decode printed words. Learners need to be phonemically aware (especially able to segment and blend phonemes); know the letters of the alphabet, letter-sound and spelling-sound correspondences, and other print concepts; and understand the alphabetic principle (that is, that letters and letter combinations represent the sounds of spoken language). Beginning readers are taught to use this knowledge to generate and blend sounds represented

Beginning readers are taught to use this knowledge to generate and blend sounds represented in print to form recognizable words. Instruction begins with simple letter-sound relationships and systematically progresses to more complex ones. Sequences of letter-sound instruction usually start with consonants and short vowels and reading and spelling consonant-vowel-consonant (CVC) words. Instruction in long vowels (those spelled with an ending e), consonant blends, diphthongs, and other letter combinations follows and progresses from high-frequency to less common letter-sound relationships. By the end of second grade, students know all useful spelling patterns and the sounds they represent and can accurately decode words that contain them, including two-syllable words. To develop automaticity with decoding (that is, to decode nearly effortlessly and with little conscious attention), learners need practice in decoding a variety of words containing the letter-sound and spelling-sound patterns they are learning. The amount of practice needed varies by child.

Students also need to learn to rapidly recognize high-frequency words with irregular or uncommon spelling-sound patterns—words for which decoding is less useful. Multiple exposures, in isolation and in context, are typically required. Moreover, learners need to expand their vocabularies so that decoding and sight word recognition result in meaning making. Learning to spell words containing the spelling-sound patterns being introduced reinforces students' understanding of the alphabetic principle.

Gaining independence with English orthography can be difficult. English is not a *transparent* orthography, like Spanish, in which there is a one-to-one match between letters and sounds. Rather, English is an *opaque* or *deep* orthography and uses 26 letters to represent more than 40 sounds. Some letters represent more than one sound, such as the sounds represented by the letter *a* in *ape*, *apple*, and *again*. Some sounds are represented by two letters, such as *th* and *sh*, and some sounds are represented in more than one way, such as the long *a* (*ā*) sound in *fate*, *bait*, *way*, *hey*, *straight*, *freight*. As a result, learning about the relationship between letters and sounds is complex.

The complexity of English can be confusing to many students. Therefore, instruction should begin with simple patterns and build to more complex ones. This systematic approach uses words in beginning reading instruction that are more regular and thus more similar to transparent languages. Ultimately, all of these practices support children in becoming independent with the code.

Print Concepts

Print concepts are the organization and basic features of written English. Children learn the directionality of written English; that spoken words are represented by specific sequences of letters; that written words are separated by spaces, upper- and lowercase letters of the alphabet; and distinguishing features of sentences (RF.K–1.1a–d). Some of the print concepts standards are related to phonics and word recognition standards (e.g., RF.K–1.3a whereby children learn letter-sound and spelling-sound correspondences) and language standards (e.g., L.K–1.1a whereby children learn to print letters). See the grade-level sections in this chapter for further discussion.

Phonological Awareness

Phonological awareness is the awareness of and ability to manipulate the sound units in spoken language. It includes attending to syllables, onsets and rimes, or phonemes, the smallest unit of sound in a spoken language. Figure 3.8 provides information about these units.

It is essential that children develop phonological awareness early in the elementary school years, with the goal of attaining phonemic awareness, the most difficult and important level, by the end of grade one, if not well before (RF.1.2). The reason phonemic awareness development is crucial is that English is predominantly an alphabetic orthography, one in which written symbols represent phonemes. Children are best positioned to understand the logic of and gain independence with the English written system when they are aware that spoken language consists of phonemes. Phonemic awareness is crucial for developing an understanding of the alphabetic principle, which is that individual sounds in spoken words can be represented by letters or groups of letters in print. The relationship between phonemic awareness and success in reading acquisition is well documented (NICHD 2000).

Figure 3.8. Phonological Units of Speech

Phonological Unit	Definition	Example
Syllable*	A unit of speech consisting of one uninterrupted vowel sound, which may or may not be flanked by one or more consonants, uttered with a single impulse of the voice	The spoken word <i>man</i> has one syllable: /man/ <i>going</i> has two syllables: /go-/-ing/ <i>computer</i> has three syllables: /com-/-pu-/-ter/ <i>information</i> has four syllables: /in-/-for-/-ma-/-tion/
Onset	The part of a spoken syllable (consonant or blend) that precedes the vowel Some syllables do not have an onset.	/b/ in the spoken word <i>black</i> /st/ in <i>stop</i> /r/ in <i>run</i> There is no onset in the syllable <i>on</i> .
Rime	The part of a spoken syllable that includes the vowel and any consonants that follow All syllables have a rime because all syllables have a vowel sound.	/og/ in the spoken word <i>dog</i> /on/ in <i>on</i> /and/ in <i>sand</i>
Phoneme	The smallest unit of sound in speech English consists of about 43 phonemes.**	/p/ /ă/ and /n/ in the spoken word <i>pan</i> /th/ /r/ and /ē/ in <i>three</i> /ŭ/ and /p/ in <i>up</i>
*The six syllable types in written English are described in chapter 4. **The number of phonemes in English identified by linguists varies depending upon the phonetic description used (M bats 2000).		

Figure 3.9 provides the 43 commonly identified English phonemes. Other languages have more or fewer phonemes.

Figure 3.9. English Phonemes

Symbol	As heard in . . .	Symbol	As heard in . . .
/ā/	angel, rain	/g/	gift, dog
/ă/	cat, apple	/h/	happy, hat
/ē/	eat, seed	/j/	jump, bridge
/ě/	echo, red	/l/	lip, fall
/ī/	island, light	/m/	mother, home
/ĩ/	in, sit	/n/	nose, on
/ō/	oatmeal, bone	/p/	pencil, pop
/ö/	octopus, mom	/r/	rain, care
/ü/	up, hum	/s/	soup, face
/oo/	oodles, moon	/t/	time, cat
/oo/	put, book	/v/	vine, of
/ə/	above, sofa	/wh/	what, why
/oi/, /oy/	oil, boy	/w/	wet, wind
/ou/, /ow/	out, cow	/y/	yes, beyond
/aw/, /ô/	awful, caught	/z/	zoo, because
är	car, far	/th/	thing, health
ör	four, or	/th/	this, brother
ür	her, bird, turn	/sh/	shout, machine
/b/	baby, crib	/zh/	pleasure, vision
/k/	cup, stick	/ch/	children, scratch
/d/	dog, end	/ng/	ring, finger
/f/	phone, golf		

Source
Yopp, Hallie K., and Ruth H. Yopp. 2011. *Purposeful Play for Early Childhood Phonological Awareness*, 13. Huntington Beach, CA: Shell Education. Reprinted with permission.

Phonological awareness develops along a multidimensional continuum (Phillips, Clancy-Menchetti, and Lonigan 2008), which should be considered when designing a sequence of instruction. Generally, children learn to attend to and manipulate larger units before smaller units. Although less a phonological than a meaningful unit of speech, the concept of word is learned (as demonstrated when children count the number of words in a spoken sentence, for example). The general progression of phonological skills, from least to most difficult, is as follows (NGA/CCSSO 2010a, Appendix A):

- Rhyme recognition
- Repetition and creation of alliteration
- Syllable counting or identification
- Onset and rime manipulation
- Phoneme manipulation

In addition, sound units can be manipulated a number of ways. The general progression, from least to most difficult, is as follows:

- Sound unit identity
- Sound unit isolation
- Sound unit blending
- Sound unit segmentation
- Sound unit addition
- Sound unit substitution
- Sound unit deletion

The most important among these are phoneme blending and segmentation.

Finally, the type of sounds determines the ease or difficulty with which they can be identified and manipulated. For example, continuous sounds (e.g., /m/ and /s/) are generally easier to segment and blend than stops (e.g., /p/ and /t/) because the former can be exaggerated (e.g., /mmmmm/) without the addition of a sound (e.g., /puuhh/).

Instruction should be sequenced in accordance with these progressions; however, teachers recognize that children do not necessarily develop phonological skills in this order. They may be able to isolate the initial phoneme in their names, for example, before they are able to engage in other

Teachers provide direct instruction in phonological awareness as well as a language rich environment that includes frequent explicit play with sounds through songs, games, and books.

typically easier skills. Teachers provide direct instruction in phonological awareness as well as a language rich environment that includes frequent explicit play with sounds through songs, games, and books. They are responsive to children's spontaneous manipulations of sounds. They monitor children's progress closely, especially through formative assessment, and provide additional support and carefully tailored instruction to individuals as needed. Some children benefit from explicit attention given to the place and manner of articulation of phonemes; that is, they learn about where and how sounds are made in the mouth (Castiglioni-Spalten and Ehri 2003).

Phonological awareness develops along a multidimensional continuum, which should be considered when designing a sequence of instruction.

Phonics and Word Recognition

During transitional kindergarten through grade one, children make great strides in their ability to access print independently. They acquire sight words, that is, printed words that they can identify immediately on sight. During this grade span, sight words include words that are important in their lives and environment (e.g., their own names, names of significant others, classroom labels) and common high-frequency words. These words have high utility; they are seen often in a variety of texts and contexts. Some of the words are irregularly spelled (e.g., *they*, *said*, *was*), and some are regularly spelled but the children have not yet learned the relevant letter-sound or spelling-sound correspondences. In other words, *he* may be learned as a whole before children learn the letter-sound correspondences for /h/ and /ē/.

Children become familiar with the purposes of English symbols and they learn how the alphabetic code works, that is that sounds in words are represented by letters or combinations of letters (the alphabetic principle). They build skill in using that knowledge to accurately decode words they do not recognize by sight, and they begin to develop automaticity (the ability to recognize a word effortlessly and rapidly) with print. Instruction is systematic and explicit, and new learning is applied to words in isolation and in text (RF.K–1.3). The goal is for children to be able to rapidly recognize sight words and rapidly employ phonics skills to identify words they do not know by sight. Ongoing formative assessment and interim assessments of children’s developing skills are crucial in determining the targets of instruction for each child and tailoring instruction to meet their needs and advance their skills. (See chapter 8 in this *ELA/ELD Framework* for a discussion of assessment.)

The acquisition of phonics and word recognition skills and the development of phonemic awareness are significant foci of the early years as development of these skills provides children with access to written language.

Relatedly, children also *encode* words (that is, put into print words they hear or are thinking about) as they record their ideas in written form. They are encouraged to use their phonemic awareness along with their growing knowledge of letter-sound and spelling-sound correspondences to do so, and many words are spelled phonetically during this grade span. By the end of grade one, conventional spellings are used for words with common spelling patterns (L.K–1.2d; see also the discussion of spelling in chapter 4 of this *ELA/ELD Framework*). Decoding and encoding are mutually supportive processes; instruction co-occurs and is complementary. Linking spelling and decoding instruction deepens children’s knowledge of the written system (Brady 2012).

The acquisition of phonics and word recognition skills and the development of phonemic awareness are significant foci of the early years as development of these skills provides children with access to written language. Children who learn the alphabetic system and can employ decoding skills rather effortlessly reap notable benefits: They can devote their mental energy to comprehension and therefore experience the joy and satisfaction of independent engagement with text. They can access a wide variety of texts; wide reading contributes to further skill development, vocabulary enrichment, and content acquisition (Brady 2012). Research indicates that children have better future prospects as readers if they develop understandings about and facility with the alphabetic code by the end of second grade (Mboats 2012), which makes progress in the transitional kindergarten through grade one span crucial.

Figure 3.10 provides definitions of key phonics and word recognition terminology. Included are terms related to morphology, linguistic units that contribute to the meaning of a word. These are included because knowledge of morphology contributes to children’s ability to recognize a word.

Figure 3.10. Phonics and Word Recognition Terminology, Including Morphology

Term	Definition	Example
Consonant	A phoneme that is articulated with partial or complete closure of the vocal track	/b/ in <i>boy</i> /t/ in <i>at</i> /r/ and /n/ in <i>run</i>
Short Vowel	An open phoneme (that is, one for which there is no obstruction by the tongue, lips, or teeth of air flow) Short vowels are lax in that there is little tension in the vocal cords	/ă/ in <i>cat</i> /ĕ/ in <i>jet</i> /ĭ/ in <i>kick</i> /ŏ/ in <i>stop</i> /ŭ/ in <i>cup</i> /oō/ in <i>book</i>
Long Vowel	An open phoneme Long vowels are tense in that they are spoken with more tension in the tongue muscles	/ā/ in <i>cake</i> /ē/ in <i>feet</i> /ī/ in <i>night</i> * /ō/ in <i>boat</i> /ū/ in <i>use</i> /oō/ in <i>school</i>
Diphthong	A vowel sound that involves the shifting of mouth position when spoken	/oi/ in <i>boil</i> ; <i>oy</i> in <i>toy</i> /ou/ in <i>out</i> ; <i>ow</i> in <i>cow</i>
Consonant Blend	Two or three adjacent consonants in a syllable, each of which is heard	/tw/ in <i>twin</i> /sk/ in <i>mask</i> /str/ in <i>street</i>
Consonant Digraph	Two or more consonants that together represent a single sound	<i>sh</i> in <i>ship</i> <i>ch</i> in <i>chin</i> and <i>tch</i> in <i>watch</i> <i>th</i> in <i>this</i> (voiced /th/) and <i>thin</i> (unvoiced /th/)
Grapheme	The letter or combination of letters that represent a single sound (phoneme) (See letter-sound correspondence and spelling-sound correspondence)	<i>f</i> in <i>leaf</i> <i>oa</i> in <i>boat</i> <i>igh</i> in <i>night</i> <i>ough</i> in <i>through</i>
Letter-Sound Correspondence	A single letter and its corresponding sound	<i>m</i> represents /m/ <i>k</i> represents /k/
Spelling-Sound Correspondence	Letter combinations and their corresponding sound	<i>igh</i> represents /ī/ <i>dge</i> represents /j/
Morpheme	The smallest meaningful part of a word	<i>cat</i> <i>cat-s</i> <i>un-happy</i>
Affix	A morpheme attached to the beginning or end of a root	See prefixes, suffixes, and inflectional endings

Term	Definition	Example
Prefix	An affix attached to the beginning of a root word	<i>re</i> in <i>redo</i> <i>un</i> in <i>unkind</i> <i>pre</i> in <i>preschool</i>
Suffix	An affix attached to the end of a root word (See inflectional ending and derivation)	<i>ing</i> in <i>discussing</i> <i>less</i> in <i>useless</i> <i>ful</i> in <i>helpful</i>
Inflectional Ending	A type of suffix that does not change a word's part of speech but does change its: <ul style="list-style-type: none"> • tense • number • comparison • person 	<i>ed</i> in <i>jumped</i> ; <i>ing</i> in <i>flying</i> <i>s</i> in <i>dogs</i> ; <i>es</i> in <i>wishes</i> <i>er</i> in <i>faster</i> ; <i>est</i> in <i>hardest</i> <i>s</i> in <i>plays</i>
Derivation	A type of suffix that changes the root word's part of speech or grammatical role	<i>ly</i> in <i>swiftly</i> <i>tion</i> in <i>projection</i>
Decodable Words	Words that are wholly decodable on the basis of the letter-sound and spelling-sound correspondences already taught	Assuming the relevant letter-sound and spelling-sound correspondences have been taught: <i>dog</i> <i>run</i> <i>ship</i>
Sight Words	(1) Words that are taught as whole units because they are irregularly spelled or because the spelling-sound correspondences have not yet been taught (2) Regularly spelled words that have been decoded enough times that they are recognized on sight, that is with little conscious effort	<i>they</i> <i>there</i> <i>could</i> Assuming the relevant letter-sound and spelling-sound correspondences have been taught and practiced enough times for automatic recognition: <i>fish</i> <i>jump</i> <i>catch</i>
Irregularly Spelled High-Frequency Words	High-frequency words that are not decodable in that the letter-sound or spelling-sound correspondences are uncommon or do not conform to phonics rules	<i>said</i> <i>of</i> <i>was</i> <i>come</i>

*The long /ī/ sound is classified by some as a diphthong.

During the grade span, phonics and word recognition instruction focuses on knowledge of letter-sound and spelling-sound correspondences and, during grade one, use of that knowledge to decode regular one- and two-syllable words (that is, those that follow basic patterns).

During the grade span, phonics and word recognition instruction focuses on knowledge of letter-sound and spelling-sound correspondences and, during grade one, use of that knowledge to decode regular one- and two-syllable words (that is, those that follow basic patterns). General guidelines for teaching the correspondences and early decoding follow; however, it is important to note that children and their prior experiences with print at home, in their communities, and in other educational settings vary. This means the generalizations presented here may have more or less applicability to individual children. These generalizations may be most helpful in providing instruction to children who are experiencing difficulty learning letter-sound correspondences and basic decoding.

- Capitalize on children's knowledge of letter names. Letter-sound correspondences are generally more difficult to learn in cases where the letter name does not contain the relevant phoneme (letter sound). For example, the letter name for *h* is not pronounced with the sound /h/. Likewise, the pronunciation of the letter name for *w* provides no clue to the corresponding sound, /w/. Easier to learn are letter-sound correspondences for letters in which the name of the letter contains the sound. Furthermore, there is evidence that letters for which the letter sound is heard in the initial position of the corresponding letter names are easier to learn than those for which the letter sound is heard in the final position. For example, the letter name for *b* is pronounced /bē/, *z* is /zē/, and *k* is /kā/. The sounds are heard in the initial position of the letter name. In contrast, the letter name for *m* is pronounced /ēm/ and *f* is pronounced /ěf/. The sounds are heard in the final position of the letter name. The former—sounds in the initial position of the letter name—are generally easier to learn than the latter (Treiman, Pennington, Shriberg, and Boada 2008).
- Avoid distorting sounds. For example, the phoneme /m/ is pronounced /mmm/, not /muh/.
- Be very clear when introducing letter-sound correspondences that are easily confused visually (e.g., *b*, *p*, *d*, *q*) or auditorily (e.g., /p/, /b/, /v/ and /ě/, /ĩ/). Draw explicit attention to the similarities and differences.
- Teach high-utility letter sounds early in the instructional sequence (e.g., /m/, /s/, /ă/, /t/). These are ones that can be used to form many beginning one-syllable words.
- Include a few short vowels early in the sequence so that students can use letter-sound knowledge to form and decode words.
- Introduce several continuous sounds early (e.g., /l/, /r/, /s/) because they can be elongated easily and so facilitate blending. Stop sounds (e.g., /p/, /t/, /k/), more difficult in the initial position, may be used in the final position of words.
- Introduce simple word reading as soon as children have learned a small number of letter-sound correspondences. Generally, begin with one-syllable words (containing letter sounds that have been taught) that have a continuous sound in the initial position, such as VC (vowel-consonant) words, (e.g., *am* and *on*) and some CVC (consonant-vowel-consonant) words, (e.g., *rat* and *fun*) because continuous sounds can be elongated, making them easier to blend with subsequent sounds. (Note: All vowel sounds are continuous.)

*Be very clear when introducing letter-sound correspondences that are easily confused visually (e.g., *b*, *p*, *d*, *q*) or auditorily (e.g., /p/, /b/, /v/ and /ě/, /ĩ/). Draw explicit attention to the similarities and differences.*

- Target words that represent vocabulary and concepts with which the children are familiar.
- Teach blending explicitly. Blending will be supported if continuous sounds are elongated and no sounds are distorted with the addition of /uh/ (as in /tuh/). (See figure 3.34.)

Children should have ample opportunities to practice decoding and encoding words that reflect the letter-sound and spelling-sound correspondences they are learning. They practice reading words

The value of decodable texts is time-limited but significant for beginning readers. These materials provide children the opportunity to apply and practice what they are learning about the alphabetic code, which enhances their reading acquisition.

and building words with tiles or other manipulatives. They read the words in *decodable texts*. Decodable texts are books and other reading materials that consist of words learned by sight (such as irregularly spelled high-frequency words) and, importantly and most prominently, words that consist of regular letter-sound and spelling-sound correspondences, especially those the children have already learned.

Specifically, decodable texts are reading materials designed to prompt beginning readers to apply their increasing knowledge of phonics and practice *full alphabetic decoding* (that is, use of all letter-sound and spelling-sound correspondences in a word [Ehri 2005]) to identify words. In decodable texts, 75–80 percent of words consist solely of previously taught

letter-sound and spelling-sound correspondences and the remaining 20–25 percent of the words are previously taught high-frequency irregularly spelled words and story or content words.

The value of decodable texts is time-limited but significant for beginning readers. These materials provide children the opportunity to apply and practice what they are learning about the alphabetic code, which enhances their reading acquisition (Cheatham and Allor 2012). Adams (2009) notes that children's *use* of acquired skills (not simply their learning of the skills) to decode new words is crucial and that decodable text prompts that use. The amount of time devoted to decodable text depends on how quickly children grasp the code and develop automaticity. Some children need considerable practice with decodable text. Others need less practice with decodable text. Instruction, therefore, is differentiated. Children are provided instruction and texts that reflect and extend their skills. Formative assessment and interim assessments inform these decisions.

Importantly, decoding involves matching the product of attempts at sounding and blending a word with words that already exist in children's phonological and semantic memories (Cunningham, J. and others, 1999; Cunningham, P. 1975-76). In other words, as children learn to decode, they are taught to match possible pronunciations of a printed word with their lexicon to determine the likely pronunciation. For example, the "ow" spelling can represent more than one sound:

- /ō/ as in *shown*, *blown*, and *grown*
- /ow/ as in *clown*, *brown*, and *down*

Importantly, decoding involves matching the product of attempts at sounding and blending a word with words that already exist in children's phonological and semantic memories.

When beginning readers attempt to decode the word *frown*, they might reasonably sound and blend /f/-/r/-/ō/-/n/. Not recognizing the resulting word, they might try another reasonable possibility, /f/-/r/-/ow/-/n/. When children know reading is a meaning making act, they expect to match the product of their efforts with a word in their memories. In other words, they expect to generate a word that is meaningful. Thus, initial decoding instruction should target words in children's vocabularies (which are continually expanding). Children also learn to use context to confirm or self-correct word recognition (RF.1–5.4c).

Teachers coordinate spelling, phonemic awareness, decoding, word recognition instruction (and to a certain extent, vocabulary, especially as children move through the grades) because these skills are interdependent and mutually supportive. They make accuracy in decoding a high priority, and they ensure that students have ample opportunities to practice newly acquired skills in authentic contexts.

Instruction in phonics and word recognition closely complements and coincides with instruction related to other standards, strands, and domains of the CA CCSS for ELA/Literacy. These include concepts about print, phonological awareness, and fluency. In addition, learning to spell (L.K–1.2), as discussed previously, contributes to progress in decoding as children encode language; that is, as they work to put their thoughts into printed language. And, instruction in phonics and word recognition supports, and is supported by, children’s acquisition of vocabulary (RL/RI.K–1.4, L.K–1.5, Standards 4–5). Teachers coordinate spelling, phonemic awareness, decoding, word recognition instruction (and to a certain extent, vocabulary, especially as children move through the grades) because these skills are interdependent and mutually supportive. They make

accuracy in decoding a high priority, and they ensure that students have ample opportunities to practice newly acquired skills in authentic contexts.

It is important to note that letter-sound and spelling-sound correspondences are not accessible to all students. Spoken and signed languages are less likely to share formal properties, such as phonological structure, than two spoken languages (Stokoe, Croneberg, and Casterline 1965; Brentari 2007). Students who are deaf and hard of hearing need to understand the metalinguistic structure of American Sign Language, and then apply this understanding to the structure of English. For example, students who are deaf who use a visual language learn that fingerspelling is a critical link in word learning (Haptonstall-Nykaza and Schick 2007). Because there is not a direct relationship between American Sign Language and English text, teachers employ strategies that have been shown to be effective in making this connection.

Students who are deaf and do not have auditory access to spoken language face challenges when asked to orally pronounce words because they cannot hear themselves or spoken language models in their environment. Rather than focus on the pronunciation of words, teachers monitor the comprehension of words for students who are deaf through American Sign Language as they are reading.

Fluency

Fluency is the ability to read with accuracy, appropriate rate (which requires automaticity), and prosody (that is, expression, which includes rhythm, phrasing, and intonation). Accuracy is given the highest priority in the grade span. Fluency develops when children have multiple opportunities to practice a skill. Decodable texts, discussed in the previous section, provide the opportunity for beginning readers, and wide reading, discussed earlier, provides the opportunity as children gain independence with the code.

Although fluency is important when children read aloud written text (including their own) for an audience, such as their peers or family members, *the primary importance of fluency is that it supports comprehension*. Children who are fluent, automatic decoders have the mental energy to attend to meaning making. Children work toward fluency with grade-level text in

Although fluency is important when children read aloud written text (including their own) for an audience, such as their peers or family members, the primary importance of fluency is that it supports comprehension.

the context of purposeful and meaningful reading activities, and because they read for meaning, they are guided by the teacher to use context to confirm or self-correct word recognition (RF.1.4c). Time is provided for independent reading in school, and children and their families are encouraged to read at home.

Foundational Skills for English Learners

English learners can and should develop foundational reading skills at the same pace as their non-EL peers, provided that additional considerations for their particular learning needs are taken into account. Issues related to transfer, fluency, and meaning making are especially important.

Many skills are transferable between languages. Teachers or other qualified educators carefully assess, when possible, which skills students already possess in their primary language. For example, teachers determine the extent to which their EL students have already developed phonological awareness in their primary language. Since phonological awareness transfers across languages, teachers build on the primary language phonological awareness skills their students already have. They save valuable time by not reteaching what children already know. Instruction in foundational skills in English is differentiated based on similarities and differences between ELs' native language phonology and writing systems and English. For example, children who already know letter sounds or names in a language that uses the Latin alphabet (e.g., Spanish) transfer this knowledge more readily than students who are able to decode in a language with a non-Latin alphabet (e.g., Arabic, Korean, Russian), a nonalphabetic writing system (e.g., Chinese), or visual languages (e.g., American Sign Language). However, even when EL children bring phonological awareness or knowledge of the alphabet from their home/primary language, they need targeted instruction in sounds that are different in the new language and decoding English graphemes that are nonexistent in their native language. (See Yopp and Stapleton 2008 for a discussion of transfer of phonemic awareness.)

English learners can and should develop foundational reading skills at the same pace as their non-EL peers, provided that additional considerations for their particular learning needs are taken into account.

Teachers actively and frequently model fluent reading of narrative and informational texts. Although such modeling is good for all students, it is especially important for EL children for whom teachers may be the only models of English reading.

In the area of fluency, teachers are aware that pronunciation differences do not necessarily reflect inaccuracies in decoding. Sometimes, pronunciation differences are due to influences of the child's primary language, home dialect of English, or regional accent. Teachers listen to their students carefully as they speak and read to determine when to provide judicious feedback on pronunciation, and they accept children's approximate pronunciations as they practice orally blending or reading words containing sounds that are new to them.

Teachers actively and frequently model fluent reading of narrative and informational texts. Although such modeling is good for all students, it is especially important for EL children for whom teachers may be the only models of English reading.

As they read aloud to students or read a chant or poem as students read with them, teachers draw EL children's attention to the cadences and intonation of their voices or signs (for EL children who are deaf or hard of hearing and who use ASL) and encourage the children to imitate them. In addition, teachers ask children to practice reading with expression while reading independently, pausing and allowing their voices or signs as appropriate to the text.

Great care is taken to ensure that EL children who are learning to read in English understand the importance of making meaning when practicing decoding skills and building automaticity.

Great care is taken to ensure that EL children who are learning to read in English understand the importance of making meaning when practicing decoding skills and building automaticity. Some EL children may not know the meaning of the words they decode. Teachers help children understand that the goal of reading is to make meaning, not simply to decode words. For example, teachers anticipate which words or phrases children may not know in the texts and briefly explain what the words mean before students read. Teachers cannot teach all the new words students encounter as they practice decoding, but providing students with the meaning of some words aids comprehension and also signals to students that meaning is important. In addition, teachers build

students' autonomy in monitoring their own comprehension while reading by continuously reminding them that, even when they are practicing fluent decoding, the text should make sense. Children learn to slow down and stop periodically to think about what they just read and determine what they understand.

In general, the development of foundational literacy skills in English is addressed during ELA instruction, and teachers take into account the factors outlined previously when designing instruction. During designated ELD instruction, foundational literacy practices, strategies, and skills that children are learning are reinforced. Children enrolled in alternative bilingual programs in which they develop foundational literacy skills in a language other than English may be provided some instruction in English foundational skills during designated ELD. For the most part, designated ELD instructional time is devoted to developing the academic vocabulary, grammatical understandings, and discourse practices children need for comprehending and conveying understanding of ELA and other disciplinary content. Figure 3.11 provides general guidance for supporting ELs' acquisition of foundational skills.

In general, the development of foundational literacy skills in English is addressed during ELA instruction, and teachers take into account the factors outlined previously when designing instruction. During designated ELD instruction, foundational literacy practices, strategies, and skills that children are learning are reinforced.

Figure 3.11. Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K-1.2

Oral Skills cont.	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	Review of Phonological Awareness skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. RF.K–1.1 Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K–1.3 Fluency 4. Read emergent-reader texts with purpose and understanding. RF.K–1.4
	Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes).	
	Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	

Supporting Students Strategically

Supporting students strategically begins with knowing the children. Educators should converse with families to learn about children’s experiences with language and literacy; their attitudes, interests, and expectations; and their prior schooling. Families are the source of valuable information, and respectful, collaborative relationships between homes and schools greatly benefit students and those who teach them.

Supporting students strategically begins with knowing the children. Educators should converse with families to learn about children's experiences with language and literacy; their attitudes, interests, and expectations; and their prior schooling.

Educators also learn about the children in their classrooms through skillful assessment of their strengths and needs. Early in the school year, they employ universal screening to gain an initial view of children's skills. Daily, they engage in formative assessment. (See chapter 8 in this *ELA/ELD Framework*.) Periodically, they use interim or benchmark assessments to determine children's progress. Teachers use what they learn to tailor instruction that systematically builds on children's existing skills and knowledge.

Teachers in the transitional kindergarten through grade one span recognize the extraordinary importance of the early years in launching children along the path toward achieving the goals of ELA/literacy and ELD instruction. Thus, they carefully plan and execute effective lessons for the range of learners and

capitalize on the system of supports available at their site and in the district to ensure all children's advancement toward attaining the standards. Teacher librarians, administrators, and specialists share in the responsibility with the general education teacher to offer the best education possible to all children. Professional learning, co-planning, and co-teaching occur regularly. (See chapter 11 in this *ELA/ELD Framework*.)

Teachers attend closely to children's progress in meaning making, effective expression (including language conventions, such as printing letters and spelling simple words phonetically), and the acquisition of content knowledge. They know that adults have a major role in children's language development. And, because the achievement of foundational skills lays the groundwork for independence with reading and writing, teachers give considerable attention to their students' development of print concepts, phonological awareness (especially phonemic awareness), phonics and word recognition, and fluency during these years. Importantly, they recognize that in spite of a well-organized curriculum and excellent instruction, some children experience difficulty acquiring foundational skills. These children receive additional, more intensive, and highly targeted instruction. (See chapter 9 in this *ELA/ELD Framework*.) Teachers organize the school day to meet with children in small groups to ensure all children receive the instruction they need to advance their skills.

And, because the achievement of foundational skills lays the groundwork for independence with reading and writing, teachers give considerable attention to their students' development of print concepts, phonological awareness (especially phonemic awareness), phonics and word recognition, and fluency during these years.

Research with children experiencing difficulties or those with learning disabilities suggests the following for foundational skills:

- Integrating explicit references to print during adult/child read aloud interactions advances young children's knowledge of the forms and functions of print. This is especially important for children entering school with relatively limited print knowledge (Justice and Piasta 2011).
- In terms of phonemic awareness, short, well-planned lessons focused on blending and segmenting phonemes, along with a few letter-sound correspondences, delivered frequently during the week to small groups have positive effects for most children. However, some children need more intensive support (O'Connor 2011).
- Linking instruction in phonemic awareness and letter-sound correspondences is especially important for children experiencing difficulty with the alphabetic principle (O'Connor 2011).

- Having children focus on how phonemes are produced enhances phonemic awareness (Castiglioni-Spalten and Ehri 2003). Children may view pictures of mouth movements, talk about what happens when they produce a sound, and watch the teacher's mouth or their own mouths using mirrors as they produce sounds. Accurate pronunciation is important.
- Decoding instruction should be explicit, systematic, and intensive; it targets some words the children are unlikely to know by sight to ensure children are applying decoding skills rather than simply recalling a word. Learning skills out of context (such as with word lists) is important, but children should have many opportunities to apply their skills in context (that is, while reading passages or books). Practicing with texts that contain a high proportion of words children can decode successfully along with teacher feedback that encourages application of decoding skills is important (Spear-Swerling 2011).
- Word building activities, in which children manipulate letter cards or tiles to build words, are effective in developing the decoding skills of children experiencing difficulty with decoding (Spear-Swerling 2011).

Decoding instruction should be explicit, systematic, and intensive; it targets some words the children are unlikely to know by sight to ensure children are applying decoding skills rather than simply recalling a word.

In terms of other aspects of literacy development, research indicates the following:

- Engaging young children in enactive representation of what they have read increases the likelihood they will remember what they have read, even after some time has passed. Research demonstrates that when young children manipulate toys and watch or imagine toys being manipulated (acting out a text), children's comprehension of stories generally increases (Connor, and others 2014).
- Children "at risk for language disabilities" improve with extensive opportunities to hear and use complex oral language (Connor, and others 2014, x).
- Effective interventions for oral language development in young children include reading aloud (especially rereadings, explanations of word meanings, and interactions around the text), explicit vocabulary instruction, language-rich and responsive interactions, and complex dramatic play (Roberts 2011).

... actions taken in kindergarten and first grade can prevent future reading difficulties for many students.

To reiterate, the first years of schooling are a profoundly important time on the pathway to literacy, and the quality of the curriculum and instruction offered to children in the transitional kindergarten through grade one span has long lasting implications. The 2014 report from the Institute of Education Sciences (Connor, and others) notes that actions taken in kindergarten and first grade can prevent future reading difficulties for many students.

English Language Development in the Grade Span

The content and instructional practices described in this chapter are important for all children, but they are critical for EL children if they are to develop English language proficiency and fully participate in intellectually rich curricula across the disciplines. Instruction is provided by highly-skilled teachers who understand not only the core instructional practices in transitional kindergarten through grade one, but also how to identify and address the particular language and academic learning strengths and needs of their EL students. To support the simultaneous development of English, content knowledge, and the ability to express content knowledge effectively, teachers consider how EL children learn

English as an additional language, how to meet these needs throughout the day during ELA and other content areas (through integrated ELD), and how to address these needs strategically during a time specifically designated for this purpose (through designated ELD).

The CA ELD Standards serve as a guide for teachers to design integrated ELD and designated ELD. They highlight and amplify the language in the CA CCSS for ELA/Literacy critical for children in transitional kindergarten through grade one to develop to maintain a steady academic and linguistic trajectory. They identify goals and expectations for how EL children at various levels of English language proficiency interact with content and use English in meaningful ways while developing English as an additional language.

... teachers consider how EL children learn English as an additional language, how to meet these needs throughout the day during ELA and other content areas (through integrated ELD), and how to address these needs strategically during a time specifically designated for this purpose (through designated ELD).

Integrated and Designated English Language Development

Integrated ELD refers to ELD throughout the day and across the disciplines for all EL children. In integrated ELD, the CA ELD Standards are used in ELA and in all other subjects in tandem with the CA CCSS for ELA/Literacy and other content standards to support ELs' linguistic and academic progress. Throughout the school day, EL children in transitional kindergarten through grade one engage in activities in which they listen to, read, interpret, discuss, and create a variety of literary and informational text types. They build confidence and proficiency in demonstrating their content knowledge through oral presentations, writing and creating, collaborative conversations, and using multimedia. In addition, when teachers support children's development of *language awareness*, or knowledge of how English works in different situations, EL children gain an understanding of how language functions as a complex, dynamic, and social resource for making meaning. Through intellectually rich activities that occur across the disciplines and throughout the day, EL children develop proficiency in understanding and using increasingly advanced levels of English.

In transitional kindergarten through grade one, ELs' language and literacy skills and content knowledge are enhanced through engaging and playful ways of using English. These include teacher read alouds of complex texts, shared book reading, singing songs and chanting poems and rhymes, and drama (including Readers Theater) during which children act out characters. Shared book reading experiences (also known as dialogic reading or interactive shared book reading) are designed to simulate the parent-child at-home reading experience in which children interact with an experienced reader around a text. The experienced reader reads aloud to children using texts large enough for everyone to see (e.g., big books, poems on chart paper) so that children can follow along visually and simultaneously hear a fluent reading of the text. Children are encouraged to participate in the reading of the text by asking and answering questions, reading along chorally, retelling the text, or offering alternate endings.

Integrated ELD refers to ELD throughout the day and across the disciplines for all EL children. In integrated ELD, the CA ELD Standards are used in ELA and in all other subjects in tandem with the CA CCSS for ELA/Literacy and other content standards to support ELs' linguistic and academic progress.

Teacher read alouds of complex literary and informational texts that include rich discussions about the content of the texts are critical for EL children. Interactive read alouds are also an effective way to develop young children's general academic and domain specific vocabulary, especially when

texts are read aloud repeatedly. For example, when a general academic word is encountered (e.g., when words like *extraordinary*, *magnificent*, or *spectacular* are used instead of *good*), teachers explicitly draw their students' attention to the word, provide a quick explanation of the word, distinguish it from the more everyday word (*good*), and discuss the contribution of the more sophisticated word to the meaning of the story. In addition, teachers encourage children to use the words and emphasize that learning lots of "fancy" or "big kid" words gives children more flexibility in expressing their ideas, thereby developing students' awareness of language as well as their abilities to use academic language. Some of the general academic words from the text are taught more intensively so that students begin to use the words confidently in their speaking and writing. Discussing what

Discussing what is happening in books and devoting explicit attention to vocabulary is important for all children, but it is critical for EL children because school may be the only place where this occurs in English.

is happening in books and devoting explicit attention to vocabulary is important for all children, but it is critical for EL children because school may be the only place where this occurs in English. While the principal content objectives during a teacher read aloud in ELA are driven by the CA CCSS for ELA/Literacy, these examples illustrate how the CA ELD Standards are used in tandem with content standards.

Designated ELD is a protected time during the regular school day during which teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* so that ELs develop critical English language skills, knowledge, and abilities needed for learning content in English. Designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines. It is a protected opportunity during the regular school day designed to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in school tasks across content areas. A logical scope and sequence for English language development is aligned with the texts used and tasks implemented in ELA and other content instruction.

Designated ELD is an opportunity to *amplify* the language ELs need to develop in order to be successful in school; it is also an opportunity to augment instruction to meet the particular language learning needs of ELs at different English language proficiency levels. The main instructional emphasis in designated ELD in transitional kindergarten through grade one is oral language development, including collaborative conversations and vocabulary. Designated ELD instruction also involves some level of reading and writing, including reinforcement of foundational skills in English, since designated ELD builds into and from content instruction.

Examples of designated ELD that builds into and from content instruction are provided in selected snapshots in the grade-level sections of this chapter. Lengthier vignettes for ELA/literacy and designated ELD instruction also are provided in the grade-level sections. (For an extended discussion of integrated and designated English language development, see chapter 2 in this *ELA/ELD Framework*.)

The main instructional emphasis in designated ELD in transitional kindergarten through grade one is oral language development, including collaborative conversations and vocabulary.

Transitional Kindergarten

Transitional kindergarten provides young learners a literacy and language rich curriculum and environment that undergird future learning. Transitional kindergarten programs capitalize on young children’s active, social, and inquisitive natures. Rich models of literacy are provided as children engage daily in teacher-led and child-initiated projects and play activities. In transitional kindergarten classrooms, a modified kindergarten literacy and language curriculum is implemented in developmentally appropriate contexts that builds on the California preschool learning foundations (<http://www.cde.ca.gov/sp/cd/re/documents/preschoolf.pdf>) in language and literacy and, as appropriate, English language development. The additional year allows more time for social and emotional development along with more time to develop language and literacy skills, knowledge, and dispositions that contribute to success in the subsequent year of kindergarten, including curiosity about the world and how a variety of texts may contribute to satisfying that curiosity. (See the Social and Emotional Foundations of Transitional Kindergarten at <http://www4.scoe.net/ims/webcasts/cf/index.cfm?fuseaction=archivedDetail&eventID=135>.)

Transitional kindergarten programs capitalize on young children’s active, social, and inquisitive natures. Rich models of literacy are provided as children engage daily in teacher-led and child-initiated projects and play activities.

The chief differences between transitional kindergarten and kindergarten programs are the pacing, expectations, and amount of learning situated in play. Transitional kindergarteners move more slowly through the curricula, making progress toward achievement of the kindergarten CA CCSS for ELA/Literacy without the expectation of mastery, and they have more opportunities to engage in literacy and language activities in playful contexts. (Importantly, throughout the grade span children learn a great deal through play and should be provided ample opportunities to engage in activities similar to those recommended for transitional kindergarteners.)

The Kindergarten Readiness Act of 2010 (Senate Bill 1381, Chapter 705, Statutes of 2010) requires that districts provide children in transitional kindergarten instruction with a modified curriculum that is age and developmentally appropriate, but it does not specify what that curriculum should be. This *ELA/ELD Framework* offers guidance, drawing on both the CA CCSS for ELA/Literacy and the *California Preschool Curriculum Framework, Volume 1* (<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf>, California Department of Education 2008).

The additional year allows more time for social and emotional development along with more time to develop language and literacy skills, knowledge, and dispositions that contribute to success in the subsequent year of kindergarten, including curiosity about the world and how a variety of texts may contribute to satisfying that curiosity.

Importantly, transitional kindergartens provide curriculum and instruction that promote young children’s progress toward the Kindergarten CA CCSS for ELA/Literacy in a developmentally appropriate manner. Figure 3.12 offers guidelines for ensuring developmentally appropriate practice in literacy and language. See also the Transitional Kindergarten Implementation Guide and Videos (<http://www.cde.ca.gov/ci/gs/em/>,

<http://www.cde.ca.gov/ci/gs/em/>, CDE 2013b), the Professional Development Modules to Support the Implementation of Transitional Kindergarten (<http://www.tkcalifornia.org/learn-with-us/professional-development.html>, TK California), and the Transitional Kindergarten in California Modules (<http://teachingcommons.cdl.edu/tk/index.html>) developed by the California State University (2013).

Figure 3.12. Literacy and Language Environments and Practices for Young Children

Programs provide the following:

Caring and knowledgeable educators who

- are physically, emotionally, cognitively, and verbally present
- respectfully partner with families and communities
- understand, respond to, and prepare appropriately for differences in ability, backgrounds (including language variety), and interests
- are intentional in the experiences they offer children while also being responsive to child-initiated inquiry
- provide individualized attention and engage in adult-child interactions
- have high expectations and clear, appropriate learning goals for all children

The full range of experiences that foster literacy development, including

- well-conceived, well-delivered, and comprehensive instruction and experiences in each of the components of early literacy situated within a nurturing environment that fosters the development of the child in all domains
- a rich and coherent curriculum in the content areas situated within a nurturing environment that fosters the development of the child in all domains
- an integrated curriculum in which learning experiences are organized around big ideas and themes so that content area and literacy experiences support and build on one another.

Environments that support literacy learning by being

- physically and psychologically safe environments
- environments that encourage and foster imaginative play
- language-rich environments
- print-rich (or tactilely rich) environments
- writing-rich environments
- cognitively stimulating environments

Access to numerous high-quality books and myriad other print, visual, and auditory media

- of all genres and that represent diverse populations and human perspectives
- that reflect children’s interests and backgrounds and also expand their interests and build their background knowledge
- that include books and other media in the primary language(s) of the children
- in well-stocked libraries and throughout the setting
- that children can explore on their own in comfortable and quiet locations
- that are read aloud to individuals, small groups, and the whole group
- that are read repeatedly and daily

Source

Reprinted from

Center for the Advancement of Reading. 2010. *The Early Years: Promoting a Promising Start in Literacy Development*, 15. Long Beach, CA: California State University.

Key Themes of ELA/Literacy and ELD Instruction in Transitional Kindergarten

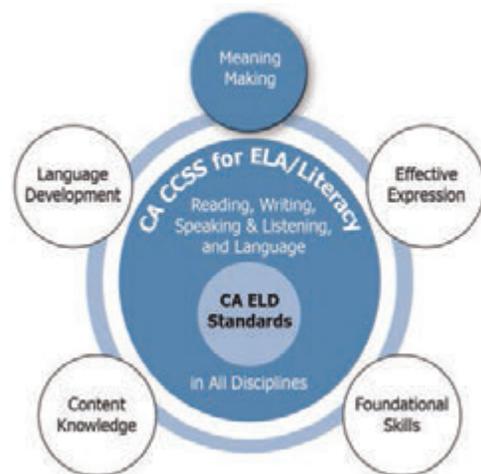
ELA/literacy and ELD instruction focus on the key instructional themes of **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**, as discussed in the introduction and chapter 2 of this *ELA/ELD Framework*. Each of these themes is displayed in figure 3.13 and discussed briefly here; the kindergarten section of this chapter provides additional guidance relevant to transitional kindergarten.

Figure 3.13. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

In transitional kindergarten (and throughout the grades), meaning making is the heart of all instruction. Children’s learning is purposeful. Children engage with a range of texts (largely through read alouds), participate in learning experiences in all the content areas, and interact with one another in meaningful ways. They have access to a comfortable and child-friendly classroom library and space to explore books independently and with peers. They are read aloud to daily from books they may later pick up and recite from memory (such as predictable books) and from texts that stretch their language and build their knowledge of literature, genres, and content. They see printed materials used in purposeful ways throughout



the day and in a variety of the settings, such as in centers, during instruction, and on walls.

Discussions about texts and other learning experiences focus on understanding the content or author's message and on making connections with the children's lives and their learning. Teachers guide children to make inferences and to think critically as they engage with texts and topics. They model reasoning, especially through thinking aloud as they read. They demonstrate enjoyment and satisfaction in learning from books.

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Transitional kindergarteners make progress toward achievement of the kindergarten CA CCSS for ELA/Literacy related to meaning making, building from several of the California Preschool Learning Foundations, particularly the following foundations in Comprehension and Analysis of Age-Appropriate Text (California Department of Education 2008).

In preschool, at around age 60 months, children:

4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferences), retelling, reenacting, or creating artwork.

4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

See the kindergarten section of this chapter for more information.

Language Development

Language development is the cornerstone of transitional kindergarten programs, and children engage in many verbal exchanges throughout each day. They discuss a broad range of texts and topics with diverse partners, including adults. They share their thoughts and experiences and are encouraged to ask questions of one another. Teachers demonstrate a genuine interest in their ideas and prompt them to share their knowledge, feelings, and opinions. They guide children in using language to reflect on, clarify, and share the experiences they have across the curricula.

Teachers support children's language development by building from the California Preschool Learning Foundations (<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) in Listening and Speaking (See figure 3.14) and supporting children's progress toward achievement of the kindergarten CA CCSS for ELA/Literacy (See the kindergarten section of this chapter).

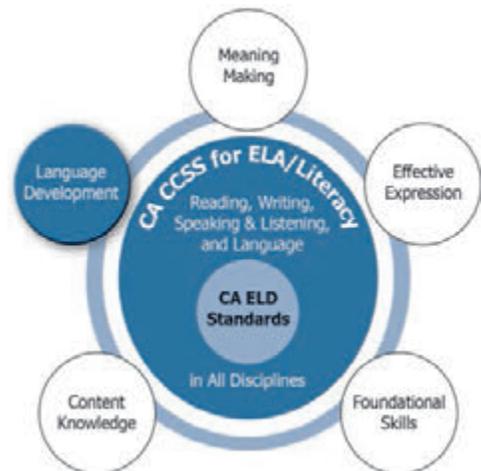


Figure 3.14. California Preschool Learning Foundations Related to Language Development
At around 60 months of age, children:

Language Use and Conventions	
Foundation	Examples
1.4 Use language to construct extended narratives that are real or fictional.	The child tells a brief story that unfolds over time: "I went to the park with my mommy, and we played in the sandbox. Then we had a picnic. After that, we went to the store."
Vocabulary	
Foundation	Examples
2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	<i>Nouns/Objects:</i> The child hands a friend the <i>fire truck</i> , the <i>dump truck</i> , and the <i>semitruck</i> when the friend says, "I want to play with the <i>fire truck</i> , <i>dump truck</i> , and <i>semi</i> ," during play. <i>Verbs/Actions:</i> The child says to a parent volunteer, "I have a story. Can you <i>type</i> it on the computer for me?" <i>Attributes:</i> During a cooking project, the child gives the teacher the plastic fork when the teacher says, "Hand me the <i>plastic</i> one."
2.2 Understand and use accepted words for categories of objects encountered in everyday life.	After reading a book about reptiles, the child points to pictures of a snake, a lizard, and a turtle when the teacher asks the children to find the pictures of <i>reptiles</i> .
2.3 Understand and use both simple and complex words that describe the relations between objects.	While playing in the block center, DeAndre tells Susan, "Put the red block <i>in front of</i> the tower."
Grammar	
Foundation	Examples
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	The child produces a two-part sentence through coordination, using <i>and</i> and <i>but</i> (e.g., "I'm pushing the wagon, <i>and</i> he is pulling it" and "It's naptime, <i>but</i> I'm not tired.")
Source California Department of Education. 2008. <i>California Preschool Learning Foundations, Volume 1</i> . Sacramento: California Department of Education.	

The transitional kindergarten environment is language rich; speaking, listening, and learning about language are significant parts of each day. Children have multiple opportunities to express themselves verbally, informally and in more structured ways, about intellectually-stimulating subjects. Teachers serve as excellent language models, participate in one-on-one conversations with children that include multiple exchanges on the same subject, use and engage children in decontextualized (beyond the here and now) language, and provide opportunities for pretend language, such as in dramatic play areas.

Vocabulary development receives special attention. The number and diversity of the words young children know is related to later school success (Sénéchal, Ouellette, and Rodney 2006). Transitional kindergarten teachers are aware of the crucial role they play in expanding children's vocabulary. They ensure that they are rich models, provide stimulating curricula that introduce children to new concepts (with accompanying words), read aloud from books that use more sophisticated language than that used by the children, and provide child-friendly definitions of unknown words. Words are taught in meaningful contexts, and children have many opportunities to use them as they engage in discussions and learning activities.

They [teachers] ensure that they are rich models, provide stimulating curricula that introduce children to new concepts (with accompanying words), read aloud from books that use more sophisticated language than that used by the children, and provide child-friendly definitions of unknown words.

Meaningful uses of English include engaging in collaborative oral discussions with a peer or a small group of peers about texts or content topics, reciting poems or singing songs, or making grade-appropriate oral presentations (e.g., sharing a favorite book during circle time). Not all students come to school knowing how to engage in these interactive

processes with other students. However, research in classrooms with ELs has demonstrated that teachers can successfully *apprentice* their students into engaging in more school-based or academic ways of interacting with one another, using specific content language, acquiring the language of academic discourse, and developing content knowledge (Gibbons 2009; Walquí and van Lier 2010).

Language development is fostered when teachers establish routines and expectations for equitable and accountable conversations; carefully construct questions that promote extended discussions

... research in classrooms with ELs has demonstrated that teachers can successfully apprentice their students into engaging in more school-based or academic ways of interacting with one another, using specific content language, acquiring the language of academic discourse, and developing content knowledge.

about academic content (e.g., questions that require students to describe or explain something for which they have sufficient background knowledge); ignite children's curiosity and spark their imaginations; and, as appropriate, provide linguistic support (e.g., a sentence frame, such as "At school, I'm determined to ___ because ____."). With strategic scaffolding, EL children can learn to adopt particular ways of using English that approach the more *literate* ways of communicating that are highly valued in school (Dutro and Kinsella 2010; Gibbons 2009; Merino and Scarcella 2005; Schleppegrell 2010).

Kaiser, Roberts, and McLeod (2011, 167) recommend several practices for supporting the language development of young children who appear to have language delays. They are also useful with typically developing children. They include the following:

- Modifications in teacher interactional style (e.g., more responsive to child communication)
 - Use of specific instructional strategies in a group context (e.g., language modeling, prompting child responses, using expansions and other contingent feedback strategies)
 - Arrangement of the environment to support child engagement and learning from the curriculum
- Some children with disabilities may need additional encouragement or cues to participate.

Effective Expression

A third major theme of the CA CCSS for ELA/Literacy and the CA ELD Standards is effective expression. The standards call for children to learn to convey their ideas, opinions, and knowledge about texts and topics in all subject matter. This section provides guidance on writing, discussing, presenting, and using language conventions in transitional kindergarten.

Writing

Children see print used purposefully, such as when menus, routines, and the day's news are posted and discussed. They observe adults record their thoughts as children dictate them. They find magazines, books, posters, brochures, coupons, and catalogs throughout the environment, such as in block, dramatic play, art, and science centers. They have available throughout the room a variety of writing instruments and surfaces on which to write and draw, including stationery, envelopes, postcards, message pads, note pads, and poster paper. Children are prompted to use written language for their own purposes. They are encouraged to scribble, draw, and make letter like marks on paper and other appropriate surfaces. They have access to computers and letter tiles. They are given numerous opportunities to express themselves in writing, and teachers guide them to employ the print concepts, phonological awareness skills, and phonics and word/print recognition skills they are learning. Writing activities occur daily and are systematically and strategically planned.

Teachers build from the following California Preschool Learning Foundations in Writing (California Department of Education 2008). In preschool, at around age 60 months, children:

- 1.1 Adjust grasp and body position for increased control in drawing and writing.
- 1.2 Write letters or letter-like shapes to represent words or ideas.
- 1.3 Write first name nearly correctly.

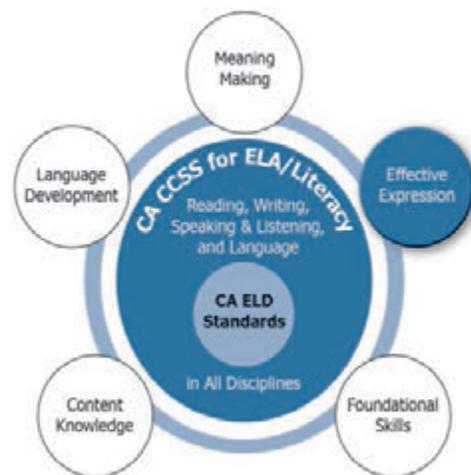
Transitional kindergarteners make considerable progress toward the kindergarten writing CA CCSS for ELA/Literacy. They learn to draw, dictate and use emerging knowledge of the alphabetic code to compose opinion pieces, informative/explanatory texts, and narrations (W.K.1–3).

Discussing

In transitional kindergarten, teachers support children's skill in discussion by building from the following California Preschool Learning Foundations in Listening and Speaking (California Department of Education 2008). In preschool, at around age 60 months, children:

- 1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.
- 1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.
- 1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.

Using the preschool foundations as a springboard, teachers guide transitional kindergarteners to make progress toward achievement of the kindergarten CA CCSS for ELA/Literacy in the strand of Speaking and Listening, which include following agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion) and continuing



a conversation through multiple exchanges (SL.K.1a, b), asking and answering questions and requesting clarification (SL.K.2) as well as providing clarification (SL.K.3). Teachers use some of the following approaches, among others and as appropriate, to support children's progress in discussion:

- Encouraging children to address one another, modeling and teaching students to make eye contact with single and multiple listeners as they share their thoughts
- Providing wait time in teacher-facilitated group discussions before calling on a child, thus giving everyone think time, which is especially important for ELs and for children who are, at this point, less verbal than their peers
- Making use of a prop (such as a foam ball or stuffed toy), which is passed from one child to another, to signal who has the floor
- Strategically asking questions that prompt children to build on or respond to one another's comments, such as "Can someone add to what Nga just said?" "What questions do you have for Jean?" and "What else do you know about what Frank just said?", thus guiding children to listen to one another and to stay on topic
- Encouraging children to address one another in a group discussion
- Avoiding responding to every child's comment during a group discussion, thereby allowing children to continue the conversation and converse with one another (in other words, teachers become one member of the group rather than the dominant member; group conversations are held, rather than a series of one-on-one dialogs with the teacher)
- Helping the most enthusiastic contributors give others the opportunity to speak

In addition to posing questions, such as those discussed in the overview of the span in this chapter, teachers may provide sentence starters to prompt small group or partner discussions. For example, teachers may pause during a read aloud and ask children to think about and then turn to a neighbor and complete one or more of the following sentences:

I think _____.

The character is _____.

What is really interesting about what our teacher just read is _____.

Something I learned about my world is _____.

This made me think of _____.

I wonder _____.

The author _____.

It takes time for young children to learn to effectively engage in discussions. Teachers involve children in determining expectations for discussions, model effective discussion behaviors and comments, and provide many opportunities for children to discuss texts and topics with one another across the curricula.

Teachers involve children in determining expectations for discussions, model effective discussion behaviors and comments, and provide many opportunities for children to discuss texts and topics with one another across the curricula.

Presenting

In transitional kindergarten, children make progress toward the kindergarten standards of the CA CCSS for ELA/Literacy related to presenting. Specifically, they begin to describe familiar people, places, things, and events, and, with prompting and support, provide additional detail (SL.K.4), add drawings or other visual displays to descriptions as desired to provide additional detail (SL.K.5), and speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6).

Presenting requires more formal language use and awareness of audience than discussions. Among other ways, children in transitional kindergarten present during “show and tell.”

Presenting requires more formal language use and awareness of audience than discussions. Among other ways, children in transitional kindergarten present during “show and tell.” They show a small or large group of peers:

- A favorite book
- An interesting toy
- A project they are working on (such as a painting or a clay figure)
- A photograph
- Items from home that carry special meaning
- Other items of their choice

Children are encouraged to prepare what they wish to tell their peers about their object and sometimes scaffolds are provided, such as prompts (“Tell us about a character in the book.” “Tell us about a favorite page or illustration in the book.”) and sentence frames (“This photograph shows ____.” “This object is a _____. It is special to me because ____.”).

Children also present to family members, either virtually, such as recording and posting a group poem recitation on the class Web page, or face-to-face, such as when parents are invited to attend a performance.

Teachers provide instruction in speaking clearly, making eye contact with the audience, and responding to questions.

Using Language Conventions

They [teachers] plan game-like activities that guide children’s correct usage, and they recognize the value of recasting children’s comments.

Children in transitional kindergarten make progress toward the language conventions outlined in the Kindergarten CA CCSS for ELA/Literacy. (See the kindergarten section of this chapter for a discussion of the kindergarten grammar and usage expectations for writing and speaking and the capitalization, punctuation, and spelling expectations for writing.) Transitional kindergarteners are provided instruction as well as meaningful contexts in which to apply their learning. Teachers build from the California Preschool Learning Foundations (California Department of Education 2008) in grammar. In preschool, at around age 60 months, children:

- 3.1 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.

Teachers attend to children’s usage and ensure that children hear accurate models of usage. They plan game-like activities that guide children’s correct usage, and they recognize the value of recasting children’s comments. They know that language conventions develop over time and that children may overgeneralize new understandings (e.g., saying *runned* when using past tense).

Content Knowledge

The content areas are given systematic attention in transitional kindergarten. Teachers examine the California Preschool Learning Foundations in mathematics, social sciences, science, health, and the visual and performing arts and use the foundations along with the kindergarten content standards as guideposts for instruction. Much is learned through play and hands-on experiences, but these are intentionally designed with clear objectives in mind. Content knowledge is built in a cohesive, not haphazard, fashion.

Wide reading experiences contribute to the development of content knowledge. At transitional kindergarten children examine picture books and participate in teacher read alouds. Teachers ensure that about half of the books they read aloud and make available are informational books, which have been scarce in the lives of young children (Duke 2000, Yopp, R. H. and Yopp 2006). Books are selected wisely so that knowledge is built and domain-specific words are heard and viewed multiple times, thus increasing the chance that they become a part of children's vocabularies. Figure 3.15 provides guidance for ensuring young children's exposure to informational text.

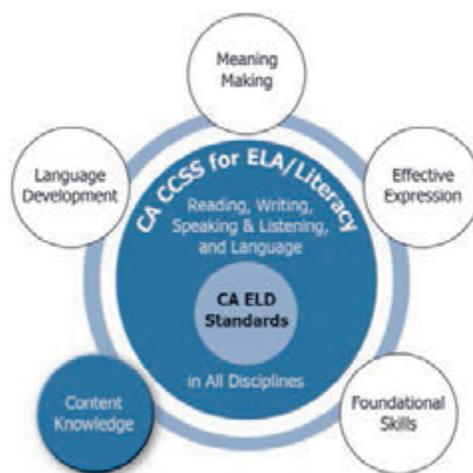


Figure 3.15. Ensuring Young Children's Access to Informational Text

- **Have an inviting and well-stocked classroom library that includes informational text, and ensure that it is accessible to children.** The library area should have visual appeal and comfortable furniture (a rug and bean bags, for example), and children should be provided with easy access to books and other text materials such as magazines and pamphlets. Consider placing books so that covers face out (as opposed to spine out) in order to capture children's attention and interest. Teachers keep informed about informational books they might want to include in their classroom libraries by visiting public libraries and book stores and searching the Internet. The National Science Teachers Association, for example, publishes a list of Outstanding Science Trade Books for children each year. This list can be found at <http://www.nsta.org/publications/ostb/>.
- **Place informational books in centers.** Children's books about forces and motion might be placed in a science center. Books about fish might be displayed by a class aquarium. Books about lines, shapes, and colors might be placed in an art center. Having books available where the children are engaged in activities invites children to pick them up and look through them and often inspires children to ask the teacher to read them aloud.
- **Make informational texts a regular part of your read aloud routine.** Children are curious and are eager to learn about their natural and social worlds. Reading aloud from books about plants and animals or national and state symbols, for example, answers children's questions about the world and inspire more questions. After reading, leave the books accessible so children can explore them on their own if they choose. Select books related to children's interests as well as those related to current topics of study.

- **Include informational text in all areas of the curricula.** When children are exploring music, use books about musical instruments to convey information. When children are investigating weather, share books about rain, snow, and wind. Invite students to observe and talk about words and images in books.
- **Display informational text on classroom walls.** Teachers of young children are well aware of the importance of creating a print-rich environment for their students. Include in that environment informational text such as posters with diagrams and labels and pictures with captions.
- **Provide children with opportunities to be writers of informational text.** Let them write or dictate what they know and have learned or experienced. Share their writing with the class by reading it aloud or having the children read it aloud and posting it on classroom walls.
- **Monitor student access and exposure to informational text.** Observe children, and notice their interests and the books they handle. Use your observations to make decisions about additional books for the classroom and to gently spark interest in the variety of materials you make available. Keep a record of the materials you share with students, and be sure to balance informational text with other text types such as stories and poetry.
- **Teach with and about informational texts.** The CA CCSS for ELA/Literacy acknowledge the importance of including informational text in early childhood classrooms and require kindergarten teachers to address standards related to reading informational text. Transitional Kindergarten teachers play an important role in laying the groundwork for children to achieve the reading standards for informational text by offering developmentally appropriate experiences with these books.
- **Raise family awareness of the importance of sharing a variety of text types.** Some teachers share lists of books with family members for reading aloud at home to their young children. Others send home small backpacks containing books and ask that children share them with their families over the weekend. Be sure that informational texts are included on the lists and in the backpacks. At formal and informal meetings, talk to parents and other important adults about the value of reading aloud and sharing a variety of text types. Provide information about books in a school or classroom newsletter. Solicit parents' and families' input on favorite informational texts and topics.

Source

Reprinted with slight modifications from

Yopp, Ruth H. 2007. "Informational Text in the Preschool Classroom." *The California Reader* 41 (1): 46-52.

Permission granted by the California Reading Association.

Foundational Skills

Children in transitional kindergarten make progress toward achievement of the kindergarten CA CCSS for ELA/Literacy foundational skills in reading. Instruction takes many forms and includes direct instruction, modeling, and meaningful exploration. Children participate in whole-class, small group, and individual lessons. The foundational skills are taught in a purposeful context that ensures children are eager to learn. Alphabet letters, for example, are not taught merely for their own sake. Children witness the symbols' importance in many classroom routines: books read aloud, their dictated thoughts recorded in print, information accessed in center materials, and a range of other activities. Children recognize that the alphabetic code is important and has a valuable role to play in their lives. At the same time, teachers do not assume that children learn the letters and their corresponding sounds simply through exposure. They provide systematic and thoughtful instruction and make explicit links with the print children see and use in the room and in their lives.

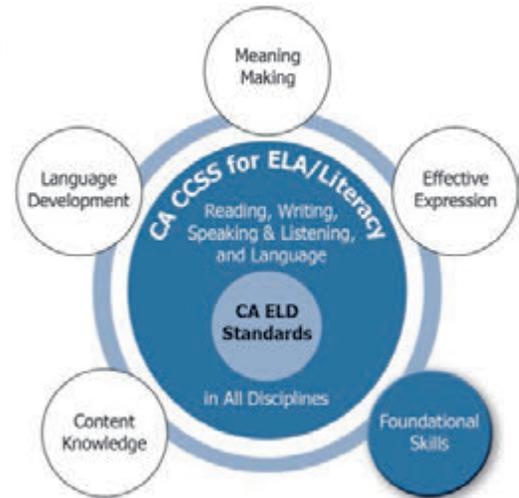


Figure 3.16 provides the California Preschool Learning Foundations for Language and Literacy that are related to the kindergarten reading foundations of the CA CCSS for ELA/Literacy. The preschool foundations serve as a guide to transitional kindergarten teachers as they consider precursors to

the kindergarten standards. The alignment between the preschool foundations and the kindergarten standards is displayed in multiple tables in *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources* <http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf> (California Department of Education 2012).

... teachers do not assume that children learn the letters and their corresponding sounds simply through exposure. They provide systematic and thoughtful instruction and make explicit links with the print children see and use in the room and in their lives.

See the overview of the span in this chapter for guidance on addressing foundational literacy skills instruction for ELs in the early years. See also the English-Language Development foundations and discussions in the *California Preschool Learning Foundations, Volume 1*, and the *California Preschool Curriculum Framework, Volume 1* for guidance.

Figure 3.16. California Preschool Learning Foundations Related to Reading

At around 60 months of age, children:

Concepts about Print	
Foundation	Examples
1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	The child orients a book correctly for reading (i.e., right-side up with the front cover facing the child).
1.2 Understand that print is something that is read and has specific meaning.	The child asks the teacher, "What does this say?" when pointing to text in a book.
Phonological Awareness	
Foundation	Examples
2.1 Orally blend and delete words and syllables without the support of pictures or objects.	<p><i>Blend words:</i> The child plays the "What's That Word?" game while on a swing. With each push of the swing, the teacher says one part of a compound word (e.g., sun, shine) and then asks the child, "What's that word?" The child responds, "Sunshine."</p> <p><i>Blend syllables:</i> The child chants, "sister" after singing along to, "What word do you get when you say 'sis' and 'ter' together?"</p> <p><i>Delete words:</i> The child responds, "table" when asked, "What word do you get when you say 'tablecloth' without 'cloth'?"</p> <p><i>Delete syllables:</i> The child responds, "door" when asked, "What word do you get when you say 'doorknob' without 'knob'?"</p>
2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.	<p><i>Blend onsets and rimes:</i> While engaged in a game, the child selects the picture of a bed from among three or four pictures (or says, "bed") when asked to put together the letter sounds <i>b-ed</i>.</p> <p><i>Blend phonemes:</i> While playing a "bingo game" during small group time, the child chooses and marks pictures corresponding to the words for which the teacher sounds out the individual phonemes (e.g., h-a-t, m-o-p, c-u-p).</p> <p><i>Delete onsets:</i> The child selects the picture of <i>ants</i> from among three or four pictures (or says, "ants") when asked to say "<i>pants</i>" without the "p" letter sound.</p>

Alphabets and Word/Print Recognition	
Foundation	Examples
3.1 Recognize own name or other common words in print.	The child recognizes his or her name on a sign-in sheet, helper chart, artwork, or name tag (e.g., name tag, label for the cubby, or place at the table).
3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	When shown an upper- or lowercase letter, the child can say its name.
3.3 Begin to recognize that letters have sounds.	The child says the correct letter sound while pointing to the letter in a book.
Source California Department of Education. 2008. <i>California Preschool Learning Foundations, Volume 1</i> . Sacramento: California Department of Education.	

Print Concepts

As noted in the overview of the span of this chapter, children learn print concepts through teacher modeling of book handling and ample exposure to and engagement with a variety of print materials, particularly through shared reading and writing. They make progress in learning upper- and lowercase letters through explicit instruction that is applied to rich and relevant contexts. Teachers model daily how print works, and children interact meaningfully and purposefully with print in a range of contexts. (Note: Alphabet knowledge is identified as a “Print Concept” in the reading foundational skills of the CA CCSS for ELA/Literacy, but it is not listed in the “Concepts about Print” substrand of the California Preschool Learning Foundations. Rather, in the latter it is listed in the “Alphabets and Word/Print Recognition” substrand.)

Phonological Awareness

Transitional kindergarteners build phonological awareness through both direct instruction and frequent play with the sounds of language. Children learn that spoken words consist of smaller units (syllables, onsets and rimes, and phonemes), and they manipulate and reflect on those units as they sing, recite poems, engage with books, and play language games. Examples include the following (Yopp, H.K. and Yopp 2009):

- Children sing “Old MacDonald” and, with teacher prompting, add a phoneme to the initial position of E-I-E-I-O, singing BE-BI-BE-BI-BO or HE-HI-HE-HI-HO.
- Children learn and recite Hickory Dickory Dock. The teacher later changes “Dock” to “Dare” and the children contribute a corresponding rhyme, chanting “Hickory Dickory Dare/The mouse ran up the . . . stair!” or “bear!”

Children learn that spoken words consist of smaller units (syllables, onsets and rimes, and phonemes), and they manipulate and reflect on those units as they sing, recite poems, engage with books, and play language games.

- The teacher reads aloud *The Hungry Thing* by Jan Slepian and Ann Seidler (1967) and children determine the actual food that rhymes with a nonsense word given by the Hungry Thing. For example, when the Hungry Thing requests *fancakes*, children exclaim *pancakes!* (See figure 3.17 for several books that play with sounds.)
- Children play I Spy, in which an adult spies something in the room and gives a clue by segmenting the name of the object into its onset and rime: “I spy with my little eye a /r/-/ug/.” Children call out, “rug!”
- Children go on a word hunt. The teacher provides a clue to a word by sharing its segmented onset and rime. The children blend the units together to determine the word: /mmmmm/-/op/ is *mop*.
- Children play guessing games with the teacher. The teacher has an image or object in a bag and provides a sound clue (such as the segmented word, /l/-/ē/-/f/ for a leaf). The children blend the sounds orally to guess the object.

Teachers model the activities (thinking aloud and talking about the manipulations) and closely observe children’s cognitive, social, and emotional responses to activities. As with all instruction, they consider their reasons for selecting particular activities; the supports, accommodations, or modifications that might be necessary for individuals; the evidence of understanding they will look for; and, based on the progression of learning and their observations of the children, the next steps.

Figure 3.17. Read Aloud Books that Play with Language

English Books	Spanish Books for Alternative Programs*
Bynum, Janie. 1999. <i>Altoona Baboona</i> . San Diego: Harcourt.	Ada, Alma F., and Isabel Campoy. 2003. <i>¡Pío Peep! Rimas Tradicionales en Español</i> , Edición Especial. New York: Harpor Collins.
Waber, Bernard. 1997. <i>Bearsie Bear and the Surprise Sleepover Party</i> . New York: Houghton Mifflin.	Delgado, Henry G. 2002. <i>Destralengüerías para Trabalengüeros</i> . Bogotá, Colombia: Intermedio.
Martin, Bill Jr. 1970. <i>The Happy Hippopotami</i> . San Diego: Voyager.	Griego, Margot C., and others. 1981. <i>Tortillitas Para Mama and Other Nursery Rhymes: Spanish and English</i> . New York: Henry Holt.
Dewdney, Anna. 2005. <i>Llama Llama Red Pajama</i> . New York: Viking.	Robleda, Margarita. 2003. <i>Números Tragaldabas</i> . Mexico: Ediciones Destino.
Pomerantz, Charlotte. 1974. <i>The Piggy in the Puddle</i> . New York: Simon & Schuster.	
Seuss. 1974. <i>There’s a Wocket in My Pocket!</i> New York: Random House.	
*Teachers who do not teach in alternative bilingual programs may provide guidance on high-quality read aloud texts in Spanish to parents who primarily speak Spanish so that they can engage their children with these texts.	

Phonics and Word Recognition

In terms of the phonics and word recognition standards of the kindergarten CA CCSS for ELA/Literacy, children make progress toward learning letter-sound correspondences for consonants and vowels (RF.K.3a–b). They also begin to learn some high-frequency words by sight (RF.K.3c) and begin to distinguish between similarly spelled words (RF.K.3d). These skills build from the preschool foundations. (See figure 3.16.) They are taught directly, but not without relevance in the children’s worlds. In other words, teachers make connections between explicit instruction in a letter sound and

the appearance of those letters and their corresponding sounds in shared readings and in children's dictated, shared, and independent writing. See the discussion of phonics and word recognition in the overview of the span and the kindergarten section of this chapter.

Fluency

In transitional kindergarten, children make progress toward rapid recognition of important sight words (such as their names) and letters of the alphabet. They hear books read aloud fluently by adults daily, and they participate in chanting along with the adult. They mimic prosody and appropriate rate as they engage in "reading" favorite familiar texts.

An Integrated and Interdisciplinary Approach

The strands of English language arts and literacy (Reading, Writing, Speaking and Listening, and Language) are integrated among themselves as well as with content learning and, for EL children, with English language development. Guests entering the classroom might have difficulty determining whether they are witnessing science, language, or writing instruction, for example, because in fact all three likely occur at the same time. Snapshots 3.1, 3.2, and 3.3 provide brief glimpses at integrated instruction in transitional kindergarten classrooms.

Snapshot 3.1. *Tingo Tango Mango Tree* Integrated ELA and Mathematics in Transitional Kindergarten

Ms. Watson reads *Tingo Tango Mango Tree* by Marcia Vaughan to her transitional kindergarteners seated in front of her at the carpet area. After a lively discussion of the story, she asks the children what they notice about the animals' names. She repeats them and encourages the children to join her in saying the animals' names aloud. The iguana is named Sombala Bombala Rombala Roh. The flamingo is Kokio Lokio Mokio Koh. The parrot is Willaby Dillaby Dallaby Doh. The turtle is Nanaba Panaba Tanaba Goh. The bat is Bitteo Biteo. They repeat the names several times and comment that most of the names are longer than any they have ever heard! Together, with Ms. Watson's support, the children clap the syllables in each character's name. They determine that all the names except the bat's are composed of ten syllables! Bitteo Biteo contains six syllables. Ms. Watson suggests the children clap the syllables in their own names. Modeling her name first, she claps twice noting that Wat-son has two syllables. The children turn to a neighbor to share and confirm the number of syllables in their own names.

Ms. Watson asks each individual to clap his or her name for the group, and corrective feedback is gently, but clearly, provided. The children next organize themselves into groups in different areas of the room. Those with one-syllable names stand in one area, those with two syllables stand in another area, and so on. With Ms. Watson's guidance, the children form a *human histogram*, defining the term. With a common starting point, they line up with all children having one syllable in one line, those with two-syllable names in another, and so on. They converse with their peers about their observations of the lines. Which line has the most children? Which has the fewest? What does the length of each line mean?

Following the activity, the children return to their tables and write their names on sticky notes. These will be used to construct a paper histogram. The children affix the notes to a group chart, creating columns above the appropriate number on the horizontal axis. For example, Jean places her sticky note in the column above the number "1," signifying that her

Snapshot 3.1. *Tingo Tango Mango Tree* Integrated ELA and Mathematics in Transitional Kindergarten (cont.)

name consists of one syllable. Michi places her sticky note in the column above the number “2,” Makayla places her sticky note in the column above the number “3,” and Jeremiah places his sticky note in the column above the number “4.” The children talk with one another about their observations of the developing histogram, exclaiming over the data. Ms. Watson listens to the children as they converse informally, and she purposefully prompts them to use specific terms to describe the mathematical ideas (such as *more than*, *fewer than*, *the same number as*). As needed, she models using mathematical language for her EL students and then asks them to say the words with her.

Ms. Watson then gathers all the children together at the carpet area and solicits comments about any conclusions they are drawing. The children’s comments are written on the chart alongside the histogram. For example, one child observes that “There are more people with two-syllable names than any other number of syllables.” Another child observes that “There are the same number of children with one-and four-syllable names.” A few children suggest that the story character’s names be included on the graph, and they all chant the unusual names together, giggling as Ms. Watson creates sticky notes for them. Together they decide the horizontal axis needs to be extended to have a place for 10-syllable names, and they affix each character’s sticky note where it belongs. Strategically, and by popular demand, the teacher rereads the book several times over the next several days and engages the children in syllable clapping. The book and chart remain accessible for a couple of weeks, so students can continue to look at and converse about them informally.

Resource

Vaughan, Marcia. 1995. *Tingo, Tango, Mango Tree*. Englewood Cliffs, NJ: Silver, Burdett Press.

CA CCSS for ELA/Literacy: RL.K.2b; RF.K.2b; W.K.2; SL.K.1, 6; L.K.6

CA ELD Standards: ELD.PI.K.1, 2, 3, 5; ELD.PII.K.5

Related CA CCSS for Mathematics:

K.CC.5 Count to answer “how many?” questions . . .

K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group . . .

K.MD.2 Directly compare two objects with a measurable attribute in common to see which object has “more of”/“less of” the attribute, and describe the difference.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Related California Preschool Learning Foundations (60 months):

Reading 2.1 Orally blend and delete words and syllables without the support of pictures or objects.

Number Sense 1.4 Count up to ten objects, using one-to-one correspondence . . .

Number Sense 2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).

Algebra and Functions 1.1 Sort and classify objects by one or more attributes, into two or more groups . . .

Source

Snapshot based on

Yopp, Hallie K., and Ruth H. Yopp. 2000. “Supporting Phonemic Awareness Development in the Classroom.” *The Reading Teacher* 54 (2): 130–143.

Snapshot 3.2. *Goldilocks and the Three Bears* Integrated ELA and ELD in Transitional Kindergarten

Transitional kindergarteners listen to, enjoy, and discuss the book, *Goldilocks and the Three Bears*, several times over the course of a week. They chant along when there are repetitive phrases, ask and answer questions about the story, and talk about the illustrations. Their teacher, Mrs. Haddad, guides children’s identification of key story details by using its narrative structure and recording the characters, settings, and events of the plot on a large chart. With support, children use 12” x 18” construction paper to construct individual books. Drawing or using cut paper, each child designs a cover page, a page with a home in the forest, a third page with three bowls, a fourth with three chairs, and a fifth page with three beds. Paper cutouts of Goldilocks and the bears are given to the children to use as props. The children move the props through the pages of their books as they read, using the cutouts as scaffolds as they retell the story to one another.

Mrs. Haddad thoughtfully selected the book for the retelling activity because there are objects, such as bowls, chairs, and beds that can serve as memory triggers for story events and structures and phrases used repeatedly throughout the story: “This porridge is too hot! This porridge is too cold! This porridge is just right.” Before they use their books to retell the story, and while the other children are engaged in collaborative tasks at literacy stations, Mrs. Haddad spends extra time with her EL children who are at the Emerging level of English language proficiency. Using a book she has constructed, which is similar to the one the children each made, she collaboratively retells the story with the children. She also prompts the children to use transition terms, such as *then* and *next*, and draws their attention to past tense verbs (e.g., Baby Bear *said*). She intentionally models enthusiasm and intonation, and she invites the children to do the same. This way, she is helping to build the language and confidence EL children will need to participate in the retelling of the story with other children.

The children have multiple opportunities to retell the story using their books with different partners. Mrs. Haddad offers to video record those who wish to be recorded so that the story may be viewed on a class computer during independent choice time. Eventually, the books are taken home so that children may tell the story to their families.

Resource

Cauley, Lorinda B. 1981. *Goldilocks and the Three Bears*. New York: Putnam.

CA CCSS for ELA/Literacy: RL.K.1–3; W.K.3; SL.K.1–2; L.K.6

CA ELD Standards: ELD.PI.K.12a; ELD.PII.K.1, 2, 3b

Related California Preschool Learning Foundations (60 months):

Listening and Speaking 1.4 Use language to construct extended narratives that are real or fictional.

Reading 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferences), retelling, reenacting, or creating artwork.

Source

Snapshot based on

Yopp, Hallie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students with Literary and Informational Text*. 6th ed. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, NY.

Snapshot 3.3. Animal Informational Alphabet Books Integrated ELA, Science, and Visual Arts in Transitional Kindergarten

It is spring and most of the transitional kindergarteners know many of the letters of the alphabet; some know them all. Mrs. Heaton has been sharing a variety of informational animal alphabet books with the students in recent weeks, including Jerry Pallotta's *The Ocean Alphabet Book*, *The Sea Mammal Alphabet Book*, and *The Butterfly Alphabet Book*, to reinforce their letter knowledge as well as expose them to informational text and life science concepts. The children are enraptured by the interesting information they are learning about animals and they enthusiastically ask and answer questions about the content. Mrs. Heaton leaves the books at a classroom center so the children can explore and enjoy them on their own.

One morning, the children enter the classroom to find butcher paper stretched all the way across one wall of the room. Spanning the length of the paper are the letters of the alphabet. Mrs. Heaton tells the children they are going to create a mural using many of the animals they have been reading about and add any other animals they would like to learn about. Throughout the week, the children use the books and other materials, including printed and digital images, to paint one or more animals of their choice. They ask Mrs. Heaton to read and reread sections of the alphabet books to help them remember interesting information and they dictate sentences about their animals to Mrs. Heaton, who prints the name of the animal and the student's corresponding sentence on a large index card. As they dictate their sentences, Mrs. Heaton takes the opportunity to broaden the children's language repertoires by prompting them to provide more details about their animals (such as, it swims *in the ocean*) and to use precise vocabulary to describe them (such as, it uses its *enormous* mouth to get lots of *plankton*). She is mindful of how important this is for all children, but especially for her EL children.

With support from Mrs. Heaton or a family volunteer, the children cut out their painted animals and identify where to position them on the alphabet mural. Daniel, for example, who drew a jellyfish, finds the letter "J" on the mural and requests that his teacher tape his painting and sentence under it. While the mural is under construction, and for several weeks thereafter, the students enjoy viewing the animals and listening to the teacher and other adults read the information they dictated onto the index cards.

Resources

- Pallotta, Jerry. 1989. *The Ocean Alphabet Book*. Watertown, MA: Charlesbridge.
Pallotta, Jerry. 1995. *The Butterfly Alphabet Book*. Watertown, MA: Charlesbridge.
Pallotta, Jerry. 2012. *The Sea Mammal Alphabet Book*. Watertown, MA: Bald Eagle Books.

CA CCSS for ELA/Literacy: RI.K.1; RF.K.1; RF.K.3a, b; W.K.2; L.K.6

CA ELD Standards: ELD.PI.K.2, 10, 12b; ELD.PII.K.4, 5

Related CA Next Generation Science Standards:

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-1 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Related Visual and Performing Arts Content Standards:

Visual Arts K.2.5 Use lines in drawings and paintings to express feelings.

Snapshot 3.3. Animal Informational Alphabet Books Integrated ELA, Science, and Visual Arts in Transitional Kindergarten (cont.)

Related California Preschool Learning Foundations (60 months):

Reading 3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.

Reading 3.3 Begin to recognize that letters have sounds.

Scientific Inquiry 2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults) . . .

Life Sciences 1.1 Identify characteristics of a greater variety of animals and plants . . .

English Language Development in Transitional Kindergarten

From their first days in transitional kindergarten, EL children learn English, learn content knowledge through English, and learn about how English works. English language development occurs

From their first days in transitional kindergarten, EL children learn English, learn content knowledge through English, and learn about how English works.

throughout the day and across the disciplines (integrated ELD) and also during a time specifically designated for developing English based on EL student's language learning needs (designated ELD). Approaches to integrated and designated ELD vary depending on the program of instruction (e.g., mainstream English, alternative bilingual programs). The CA ELD Standards serve as a guide for teachers to meet the English language development needs of their EL students in both integrated and designated ELD. The CA ELD Standards are used in tandem with California's Preschool Learning Foundations (including the

Foundations in English Language Development) and the CA CCSS for ELA/Literacy for Kindergarten, as well as other related content standards.

While integrated ELD occurs throughout the school day, designated ELD is a time during the regular school day when teachers work with EL children grouped by similar English language proficiency levels and focus on critical language the students need to be successful in school tasks. Emphasis is placed on supporting even the youngest learners to develop more sophisticated, or *academic* use of English (e.g., using the verb *trampled* rather than *walked on*). Conversational, or *everyday*, English is also a focus for development, particularly for ELs at the Emerging levels of proficiency who need this type of English to communicate in everyday school tasks and engage meaningfully with their peers. Designated ELD time is an opportunity to focus on and delve deeper into the linguistic resources of English that EL children need in order to engage with content, make meaning from it, and create oral and written texts in ways that meet the expectations of the CA CCSS for ELA/Literacy, the California Preschool Learning Foundations, and other content standards. Accordingly, the CA ELD Standards, along with the English-Language Development Foundations of the California Preschool Learning Foundations, are the primary standards used during this designated time. However, the content focus is derived from other areas of the curricula.

While integrated ELD occurs throughout the school day, designated ELD is a time during the regular school day when teachers work with EL children grouped by similar English language proficiency levels and focus on critical language the students need to be successful in school tasks.

The main instructional emphasis in designated ELD is oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. However, other understandings about literary and informational texts enter into designated ELD instruction, as well. During designated ELD children *discuss ideas and information* from ELA and other content areas using the language (e.g., vocabulary, grammatical structures) of those content areas and also *discuss the new language* they are learning to use. For example, a teacher leads her students in a discussion about a word used to describe a character (e.g., She *stomped* out of the room.) and how the word creates a nuance in understanding that is different from other words (e.g., *skipped*). This leads to a discussion of the effect that different words have on readers and listeners and how speakers and writers can make choices about the language to achieve different effects.

Because young children's listening comprehension generally outpaces their ability to read independently, teacher read alouds are of critical importance.

Snapshots of designated ELD instruction linked to particular content areas are provided in the kindergarten and grade one sections of this chapter. Two vignettes—one for ELA instruction (with integrated ELD) and a second for designated ELD that builds into and from the first vignette—are provided in the next section. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see the overview of the span in this chapter. See also chapter 2 in this *ELA/ELD Framework*.

ELA/Literacy and ELD in Action in Transitional Kindergarten

The research-based implications for ELA/literacy and ELD instruction are outlined in the overview of the span of this chapter and in chapters 1 and 2. In the following section, detailed examples illustrate how the principles and practices discussed in the preceding sections look in California classrooms. The vignettes provided here are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide two concrete illustrations of how teachers enact the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated and strategic ways to support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards emphasize the importance of oral language development and frequent exposure to rich texts in the early years of schooling. Because young children's listening comprehension generally outpaces their ability to read independently, teacher read alouds are of critical importance. (See the discussion on reading aloud earlier in this chapter. See also the discussion and figure 2.3 in chapter 2.) When teachers read aloud sophisticated literary and informational texts, they expose children to rich language (including general academic and domain-specific vocabulary and complex grammatical structures), new ideas, and content knowledge that children may not be able to access through independent reading. Rich read-aloud experiences using complex texts in English are especially critical for EL children, who may not have these experiences at home. In bilingual programs, teacher read alouds in both languages of instruction are essential for biliteracy development. Equally important as listening to teacher read alouds and other opportunities to hear rich language models, young children

Rich read-aloud experiences using complex texts in English are especially critical for EL children, who may not have these experiences at home. In bilingual programs, teacher read alouds in both languages of instruction are essential for biliteracy development.

need many opportunities to discuss the texts teachers read aloud. Strong oral language development is fostered through meaningful listening and speaking opportunities and instruction (or signed language for students who are deaf or hard of hearing).

When planning lessons, teachers consider the principles and practices discussed in this chapter and throughout this *ELA/ELD Framework*. Lesson planning incorporates the cultural, linguistic, and background experiences students bring to the classroom; the assessed and observed needs of students; and year-end and unit goals. The framing questions in figure 3.18 provide a tool for planning.

Figure 3.18. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following vignettes illustrate how teachers might implement selected CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions provided in figure 3.18. Vignette 3.1 presents a portion of an ELA/literacy instructional unit and a closer look at a lesson. The vignette is an example of appropriate instruction for all California classrooms, and additional attention is provided for using the CA CCSS for ELA/Literacy and CA ELD Standards in tandem for EL children. Vignette 3.2 presents a designated ELD lesson that builds into and from the ELA/literacy lesson in order to support EL children in their steady development of both conversational and academic English.

ELA/Literacy Vignette

In vignette 3.1, the teacher uses a graphic organizer to support children in retelling a story that they have heard multiple times. The graphic organizer uses terms for talking about language (or *metalinguage*). The terms—*orientation*, *complication*, and *resolution*—help children organize the story grammar (e.g., characters, setting, plot) into meaningful stages of the story in sequence. The terms also provide a meaningful way of discussing the organization of the text and the types of language features used in different parts of stories.

Vignette 3.1. Retelling and Rewriting *The Three Little Pigs* Integrated ELA/Literacy and ELD Instruction in Transitional Kindergarten

Background

Ms. Campbell teaches in a two-way immersion school where the children learn in both Spanish and English. Half of her class of 24 transitional kindergarteners is composed of native English speakers, and half is composed of EL children dominant in Spanish at the Emerging and Expanding levels of English language proficiency. The school's goals include promoting biliteracy and an appreciation for cultural diversity. Ms. Campbell engages her students in many rich language activities every day, half of the time in English, and half of the time in Spanish. She reads aloud to her students daily in both languages. She collaboratively plans lessons with her transitional kindergarten (TK) and kindergarten (K) colleagues, and the team routinely exchanges lesson plans.

Lesson Context

Over the past two weeks, Ms. Campbell has read aloud several versions of the story, *The Three Little Pigs*, both in English and in Spanish. The big ideas of the unit are that people tell stories to entertain and communicate life lessons. At the end of the unit, children will be able to retell stories using key details and vocabulary, applying their understandings of how stories are organized. They will also be able to discuss some of the lessons the stories convey.

Ms. Campbell's interactive read alouds have included much discussion about the characters and plot, the vocabulary used, and similarities and differences between the different versions of the story. Last week, the class made a story map containing important details: the setting, characters, problem, and sequence of events. Yesterday, Ms. Campbell guided her students to retell the story with a partner using three aids: pictures from the texts glued onto cards, simple props of the characters, and the story map. Today, Ms. Campbell will guide her students to retell the story again and then collaboratively rewrite it. The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards Ms. Campbell is focusing on are the following:

Vignette 3.1. Retelling and Rewriting *The Three Little Pigs* Integrated ELA/Literacy and ELD Instruction in Transitional Kindergarten (cont.)

Learning Target: The children will retell and rewrite the story using colorful words and key details to convey the series of events in the sequence in which they occurred.

CA CCSS for ELA/Literacy: *RL.K.2 – With prompting and support, retell familiar stories, including key details; SL.K.2 – Confirm understanding of a text read aloud . . . ; W.K.3 – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred . . . ; L.K.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.*

CA ELD Standards (Expanding): *ELD.PI.K.12a – Retell texts and recount experiences using complete sentences and key words; ELD.PII.K.1 – Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages . . . ; ELD.PII.K.2 – Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., next, after a long time) . . .*

Lesson Excerpts

Ms. Campbell calls her students to the carpet and reminds them that they have been reading lots of different versions of *The Three Little Pigs*. She recalls that yesterday, they spent a lot of time retelling the story to one another and explains that today, they are going to use all of that great oral retelling to rewrite the story together. Using her computer tablet and a projector, Ms. Campbell projects five pictures depicting important events from the story. She asks her students to take turns with a partner retelling the story, using the pictures. She listens to the children as they share, noting the language they use, their ability to sequence events, and any misunderstandings.

Ms. Campbell: Children, I really enjoyed listening to your retellings of the story. Today, when I write down what you say, we need to make sure we get all those great details, including the setting, the characters, the problem, and the important events into our reconstructed story. Let's remind ourselves what we included in our story map.

Ms. Campbell points to the story map the class generated together (see vignette 3.2 for the story map) and guides them in reading it. She then sets the purpose for engaging in the next task.

Ms. Campbell: When we rewrite, or reconstruct, the story together, we also need to remember that one of the main purposes for telling stories is to entertain other people. So we have to make sure that the language we use is really colorful and interesting. For example, we can't just say that the pig built a house and the wolf blew it down. That would be kind of boring, wouldn't it? (The children enthusiastically agree.) Instead, we need to use descriptive, or colorful, words and interesting dialogue. We could say something like, "The wolf (taking a deep breath and inviting students to join her by motioning with her hand) huffed and he puffed and he blew the house down."

Tania: He destroy the house!

Ms. Campbell: That's right! He *destroyed* the house. He absolutely demolished it. Can you say more about that?

**Vignette 3.1. Retelling and Rewriting *The Three Little Pigs*
Integrated ELA/Literacy and ELD Instruction in Transitional Kindergarten (cont.)**

Tania: He destroy the house and he say “I huff and I puff and I blow you house down!” And the house, it crash on the floor!

Ms. Campbell: Wow! That is a great way to retell the story! When we retell and rewrite the story, let’s make sure we remember to use lots of that colorful language and dialogue.

Ms. Campbell uses her computer tablet to project the “Story Rewriting Template” the class will use. The template uses the same terms as the story map and organizes the story grammar and sequence into three stages: *orientation*, *complication*, and *resolution*. Rather than using the terms *beginning*, *middle*, and *end* (which all text types have), Ms. Campbell finds that using the terms *orientation*, *complication*, and *resolution* helps students discuss story organization because the terms are related to what is happening at each stage of the narrative. She uses the template to guide students as they jointly reconstruct the story aloud. In the Story Rewriting Template below, the template Ms. Campbell uses with students is on the left while her notes to herself about the function of each stage are on the right.

Story Rewriting Template	
Template to use with students	Ms. Campbell’s lesson plan notes for herself
<i>Story Title</i>	<i>The Three Little Pigs</i>
<i>Orientation</i>	<i>Orients</i> readers to the story – Introduces the characters and setting, foreshadows the problem
<i>Complication</i>	<i>Complicates</i> the story – Introduces the problem and shows how things get <i>complicated</i> Lots of events and dialogue here
<i>Resolution</i>	<i>Resolves</i> the problem in the story and wraps everything up
<i>(Optional) Story Theme(s)</i>	Articulates the life lesson(s) of the story

Ms. Campbell: When I look at our notes in the story map, it says that at the beginning of the story, Mama pig says goodbye. The three little pigs go to build their houses. Should I just write that?

Children: No!

Ms. Campbell: What should I write then. Ysenia, what do you think?

Ysenia: We should start like, “Once upon a time.”

Ms. Campbell: Oh, that’s a great way to start a story. What does everyone think about beginning the story like that?

Children: (Nodding.) Yeah! Once upon a time!

Ms. Campbell: Okay then. (Writing.) Once upon a time . . . Then what? Turn to your partner and see if you can come up with our first sentence.

Vignette 3.1. Retelling and Rewriting *The Three Little Pigs* Integrated ELA/Literacy and ELD Instruction in Transitional Kindergarten (cont.)

Ms. Campbell continues to guide the children to jointly reconstruct the orientation stage of the story, using the details in the story map and the colorful language that characterizes engaging storybooks. At the complication stage, she prompts the children to use language to signal to readers that something is shifting in the story.

Ms. Campbell: Okay, so now that we have the *orientation* stage written, we need to get into the *complication* stage. Remember, that's where the problem comes in and where things get complicated. What was the problem in this story? Martín, what do you think?

Martín: The wolf wants to eat the pigs, but they don't want to get eaten.

Ms. Campbell: Yes, but things got a little complicated because the houses the pigs built weren't so sturdy, were they? Were the pigs surprised when the wolf comes? How can we use descriptive words to communicate what happened?

Jordan: We could write the pigs built their houses. And then a wolf came.

Ms. Campbell: Oh, you used "and then!" That's a great idea, Jordan. When you said that, it made me think something was changing in the story, that there was a problem coming. Is there a word we could use to let readers know that something is changing and that things are getting complicated?

Several Children: Suddenly!

Ms. Campbell: Yes, we learned that word "suddenly" when we were reading *The Three Little Pigs* stories last week, didn't we? That really tells us something is changing and that it happens unexpectedly. So, how about if we write, "*Suddenly*, a wolf came along." How does that sound?

Children: (Nodding.)

Ariel: And he was very hungry.

Rashidi: Very, very hungry.

Juanita: ¡Era muy feroz!

Ms. Campbell: Yes, he was ferocious! Let's all say that word together—ferocious. Oh, that adds a lot of colorful detail. These words are giving us important details about the wolf. How about if I write, "Suddenly, a ferocious wolf came along, and he was very, very hungry." How's that? That really lets me know things are going to get complicated, doesn't it?

As they jointly reconstruct the story, Ms. Campbell and the children choose colorful language from the stories they have been reading. They also use dialogue and general academic vocabulary.

Ms. Campbell: And what does the wolf do when he knocks on the first little pig's door? What does he say?

Children: "Little pig, little pig, let me in!" (The other children agree.)

Ms. Campbell: (Writing.) And how does the wolf say it? Does he whisper it, like this? (Whispering.)

Children: No!

Vignette 3.1. Retelling and Rewriting *The Three Little Pigs* Integrated ELA/Literacy and ELD Instruction in Transitional Kindergarten (cont.)

- Sara: He roars!
- Ms. Campbell: Does everyone like that? (The children nod and say “yes,” and Ms. Campbell adds it to the story.) And then what does the little pig say?
- Children: “Not by the hair of my chinny chin chin!”
- Ms. Campbell: And how does he say that, Miguel?
- Miguel: He scare.
- Ms. Campbell: Yes, he’s scared, isn’t he. So does he shout it, like this (shouting)? Does he whimper, like this (whimpering)?
- Miguel: I think he whimper.
- Ms. Campbell: I think so, too!

When the children and Ms. Campbell are finished reconstructing the story, they read the story together chorally. As they do, Ms. Campbell models enthusiastic reading and prosody, and she encourages the children to do the same. The next day, Ms. Campbell will guide the children to rewrite the story in Spanish. Then, she will use the text from the reconstructed story in English and Spanish to make a bilingual big book illustrated with photographs she has taken of the children acting out the story in the dramatic play center. The big book will remain in the classroom library corner for the students to read and re-read to themselves, to one another, and to visitors.

Teacher Reflection and Next Steps

Ms. Campbell brings her observation notes and the reconstructed stories to the next regularly scheduled collaborative planning meeting she has with her TK and K colleagues. She describes guiding her students to use new language and recognize story structure as well as language features, and she shares how some students have begun using some of the new language in their oral retellings and in the stories they dictate to other adults who work in the classroom. One colleague asks Ms. Campbell if he can make use of her lesson plan for *The Three Little Pigs* and observe the next time she engages her students in a story reconstruction activity.

Sources

Lesson adapted from

Derewianka, Beverly, and Pauline Jones. 2012. *Teaching Language in Context*. South Melbourne, Victoria: Oxford University Press.

Gibbons, Pauline. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heineman.

Additional Information

Web sites

- Reading Rockets has ideas for reading aloud (<http://www.readingrockets.org/reading-topics/reading-aloud>).
- D.E.A.R. (drop everything and read) with families short video (<https://www.teachingchannel.org/videos/dear-reading?fd=1>) on <https://www.teachingchannel.org/>.

Recommended reading

Collins, Molly F. 2012. “Sagacious, Sophisticated, and Sedulous: The Importance of Discussing 50-cent Words with Preschoolers.” *Young Children*. NAEYC. (<http://www.naeyc.org/yc/files/yc/file/201211/YCCollins.pdf>)

Shedd, Meagan K., and Nell K. Duke. 2008. “The Power of Planning: Developing Effective Read Alouds.” *Beyond the Journal: Young Children on the Web*. NAEYC. (<http://www.naeyc.org/files/yc/file/200811/BTJReadingAloud.pdf>)

Designated ELD Vignette

Vignette 3.1 illustrates good teaching for all students, with particular attention to the learning needs of ELs and other learners who have specialized learning needs. In addition to good first teaching with integrated ELD, EL children benefit from intentional and purposeful designated ELD instruction that builds into and from ELA and other content instruction. Vignette 3.2 provides an example of designated ELD that builds into and from the ELA/literacy instruction described in vignette 3.1.

Vignette 3.2. Retelling *The Three Little Pigs* Using Past Tense Verbs and Expanded Sentences

Designated ELD Instruction in Transitional Kindergarten

Background

At the beginning of the year, six of Ms. Campbell's EL students were at the early Emerging level of English language proficiency. By this point in the year, they are able to express themselves using short sentences and learned phrases when they interact with peers in English. The other six EL children came into her classroom at the early Expanding level and are now able to interact using English about a variety of topics and in more extended exchanges. Ms. Campbell and her TK and K colleagues plan their designated ELD lessons at the same time that they plan their ELA and other content area lessons. As they plan, they focus on anticipating students' language development needs for these content areas, and they make adjustments, based on recent observations of their students during lessons.

Lesson Context

Ms. Campbell works with her twelve EL children in two small groups of six in order to provide designated ELD instruction tailored to their specific language learning needs. While she works with these groups, the other children in the class engage in collaborative tasks at learning centers, some of them supervised by parent volunteers. In ELA instruction, Ms. Campbell has just guided her students to rewrite, or jointly reconstruct, the story of *The Three Little Pigs* (see vignette 3.1). As she observed students during their oral retellings of the story in English, she noticed that ELs at the Emerging level of English language proficiency were not consistently using past tense verbs or expanding their sentences with much detail. She would like the children to feel more confident orally retelling stories in general and using past tense verb forms and particular language resources to expand and enrich their sentences, so she plans to focus on these two areas in her designated ELD lessons this week. Ms. Campbell's learning targets and the cluster of CA ELD Standards she will highlight in today's lesson are the following:

Learning Target: The children will retell the story in order using past tense verbs and expanded and enriched sentences.

CA ELD Standards Addressed (Emerging): *ELD.PI.K.12a – Retell texts and recount experiences using complete sentences and key words; ELD.PII.K.3b – Use simple verb tenses appropriate for the text type and discipline to convey time . . . ; ELD.PII.K.4 – Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) . . . ; ELD.PII.K.5 – Expand sentences with frequently used prepositional phrases (e.g., in the house, on the boat) to provide details (e.g., time, manner, place, cause) . . .*

Vignette 3.2. Retelling *The Three Little Pigs* Using Past Tense Verbs and Expanded Sentences

Designated ELD Instruction in Transitional Kindergarten (cont.)

Lesson Excerpts

Ms. Campbell invites the six EL children at the Emerging level of English language proficiency over to the teaching table. She tells them that today, they are going to retell the story of *The Three Little Pigs* again, but that this time, they are going to focus on adding a lot of details to their retellings and making sure listeners know that the events in the story took place in the past. She points to the story map that the class generated the previous week.

<i>The Three Little Pigs</i>				
Characters Three little pigs Big bad wolf Mama pig	Setting The countryside Next to the forest		Problem The wolf wants to eat the pigs, and the pigs don't want to be eaten	
Events Once upon a time → → → → → The end				
Orientation	Complication			Resolution
Mama pig says goodbye. The three little pigs go to build their houses.	The first little pig builds a house of straw. The wolf blows it down.	The second little pig builds a house of sticks. The wolf blows it down.	The third little pig builds a house of bricks. The wolf can't blow it down.	The third little pig tricks the wolf, and the three pigs live together in the brick house.

Ms. Campbell places the same five pictures the students have already used for orally retelling the story in ELA (see vignette 3.1) on the table in front of them. She hands each of the six children a popsicle stick puppet (three pigs and three wolves). She explains that when there is dialogue, they will each have a chance to act out how the character is saying the dialogue using the puppets.

Ms. Campbell: Children, let's retell the story together. The first time, I'm going to say what's happening, and then you're going to repeat what I say. I want you to notice how when we tell stories, we use words, or verbs, that tell us that the story already happened in the past. So, we don't say, there *are* three little pigs. We say, there *were* three little pigs because it happened in the past.

María: Once upon a time.

Ms. Campbell: Yes, "once upon a time." That means it happened a long time ago. And we don't say, the wolf *blows* the house down because that would mean it's happening right now. It happened a long time ago, so we say, the wolf *blew* the house down. Say that with me – *blew*. (Students repeat the word.) I want you to listen for the words, or verbs, that let us know the story happened a long time ago. I'll retell what's happening in each picture, and then you repeat after me. (Pointing to the first picture.) Once upon a time, there were three little pigs.

Vignette 3.2. Retelling *The Three Little Pigs* Using Past Tense Verbs and Expanded Sentences

Designated ELD Instruction in Transitional Kindergarten (cont.)

The children repeat what Ms. Campbell says as they retell the story using the pictures. In her retelling, she intentionally models enthusiastic rhythm and intonation (prosody). She also models the use of expanded sentences (using descriptive adjectives and prepositional phrases) that contain details about the characters and events.

Ms. Campbell: The *frightened little* pig ran *into his house*.

Two of the Children: The frighten little pig run to his house.

Ms. Campbell: Let's all say that together. Listen carefully first. The *frightened little* pig ran *into his house*.

Children: (all six together) The *frightened little* pig ran *into his house*.

After the children have retold the story with Ms. Campbell, she asks them to work in partners to retell the story (one partner has a wolf puppet; the other has a pig puppet). As the children retell the story, Ms. Campbell listens carefully and provides "just-in-time" scaffolding.

María: The pig saw the wolf and he scared and he ran away.

Ms. Campbell: Yes, that's right. And how can we let people who are listening know a little more about the pig and the wolf? Are they little, are they big, are they nice, are they scary?

María: The little pig saw the big, scary wolf and he scared. He ran away to his house.

Rafael: The wolf huff and he puff and he blew the house down.

Ms. Campbell: That's wonderful that you said *blew*, Rafael! That lets us know the story happened in the past. But remember we have to show with all the action words that the story happened in the past, or a long time ago, so we have to say the wolf *huffed* and he *puffed* and he *blew* the house down. Say it with me.

Ms. Campbell stresses the -ed suffix in the words "huffed" and "puffed" to make sure Rafael hears the past tense endings, and she has him say the sentence with her to make sure he has guided practice. She doesn't correct everything the children say, as she knows this might make them feel overly self-conscious and detract from their focus on meaning making. Instead, she is strategic with corrective feedback, focusing primarily on past tense verbs and expanded sentences.

As the children retell the story, Ms. Campbell uses a rubric based on the CA ELD Standards, to guide her observations of their oral retellings. The rubric provides her with information about individual students' progress in particular areas of English language development, and this information in turn helps her strategically plan subsequent instruction.

Vignette 3.2. Retelling *The Three Little Pigs* Using Past Tense Verbs and Expanded Sentences

Designated ELD Instruction in Transitional Kindergarten (cont.)

Teacher Reflection and Next Steps

Based on information from the rubric, Ms. Campbell makes a note to continue to work on past tense verb forms and expanded sentences with these six children during designated ELD for the rest of the week. She also makes a note to listen to the children carefully over the next couple of weeks as they retell stories during ELA instruction and at literacy stations to see if they use past tense verbs and expand their sentences independently.

Ms. Campbell sends all children home with a packet that contains the five pictures from the story, the popsicle stick puppets of the wolf and pig, and the text of *The Three Little Pigs* in English and Spanish with suggestions for parents about reading aloud and facilitating oral retellings at home in both languages. For the six EL children in today's lesson, she adds additional instructions for parents in Spanish asking them to support their children to use past tense verbs and expanded sentences in their oral retellings in English.

Sources

Lesson adapted from

Derevianka, Beverly, and Pauline Jones. 2012. *Teaching Language in Context*. South Melbourne, Victoria: Oxford University Press.

Gibbons, Pauline. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heineman.

Additional Information

Web sites

- Colorín Colorado has resources for ELs (http://www.colorincolorado.org/educators/ell_resources/prek/) in preschool and TK (<http://www.colorincolorado.org>).
- NAEYC has many "Messages in a Backpack" (<http://www.naeyc.org/tyc/backpack>) in both English and Spanish about how families can support their children's language and literacy development (<http://www.naeyc.org>).

Recommended reading

Berkowitz, Doriet. 2011. "Oral Storytelling: Building Community through Dialogue, Engagement, and Problem Solving." *Young Children*. March: 36-40. (<http://www.naeyc.org/tyc/files/tyc/file/V5I2/Oral%20Storytelling.pdf>)

Conclusion

The information and ideas in this grade-level section are provided to guide teachers of transitional kindergarten children in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every child because each child comes to teachers with unique dispositions, skills, histories, and circumstances. Teachers need to know their students well through appropriate assessment practices and collaborations with families in order to design effective instruction. They need to adapt and refine instruction as appropriate for individual learners. Information about meeting the needs of

diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9 of this *ELA/ELD Framework*.

Some children have had extensive experiences with language and literacy (in English or another language) prior to entering transitional kindergarten. They should not simply repeat those experiences in transitional kindergarten; instead they should be challenged to engage with texts and other materials that interest and stretch them; extend their skills with printed language in meaningful contexts; and communicate and collaborate with peers and others (within and beyond the classroom) on interesting projects, investigations, and learning experiences in all areas of the curricula.

Some children have had fewer experiences with language and literacy prior to entering transitional kindergarten. They, too, are provided appropriately challenging instruction in an environment that facilitates their progress toward the kindergarten standards and that contributes to their understandings of the relevance and power of language and literacy in the curricula and their lives.

With careful planning, articulation, and collaboration (see figure 3.19), transitional kindergarten can meet its promise of preparing children for success in the school years ahead with a unique curriculum and developmentally appropriate instruction that builds on children's natural curiosity about themselves, their peers, and their world and that actively engages them in learning.

Transitional kindergarten children are just beginning their journey in school. As young children, they bring the joys and enthusiasms of new travelers to the enterprise of schooling. Experiences in transitional kindergarten boost children's confidence about the possibilities that await them in future years.

Figure 3.19. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they frequently collaborate with their teaching colleagues to plan instruction, analyze students' work, discuss students' progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

Kindergarten

Kindergarten is a highly anticipated year by many children and their families. It is a time of hope and expectation, much of it centered on gaining independence with written language. The kindergarten ELA/literacy program is designed to facilitate children's acquisition of the skills, knowledge, and dispositions that set them on the path to become lifelong readers and writers and effective communicators in the global 21st century. The CA ELD Standards provide additional guidance to teachers for supporting EL students as they learn the range of subject matter and develop proficiency in English.

In kindergarten, children learn the purposes of print through engagement with a wide variety of texts across content areas and in their own attempts to express their ideas and knowledge in writing.

In kindergarten, children learn the purposes of print through engagement with a wide variety of texts across content areas and in their own attempts to express their ideas and knowledge in writing. They recognize that reading is a meaning-making act and are provided instruction in comprehension that promotes literal and higher-level thinking about texts and topics. They make great advances in the acquisition of vocabulary and in the understanding and use of varied and increasingly complex sentence structures, and they use their developing language to share ideas about texts and topics under study. Instruction includes a significant focus on how print works, and kindergarten children make considerable progress in understanding the logic of the alphabetic code. At the same time, children have rich exposure to excellent literature that stirs their imaginations and ignites their curiosity about their worlds. ELA/literacy and ELD instruction are part of a much broader kindergarten program that provides rich, engaging, hands-on learning experiences that build content knowledge in science, social studies, mathematics, health, the arts, and more.

This grade-level section provides an overview of the key themes of ELA/literacy and ELD instruction and then focuses on ELD instruction. Snapshots and longer vignettes bring several of the concepts to life.

Key Themes of ELA/Literacy and ELD Instruction in Kindergarten

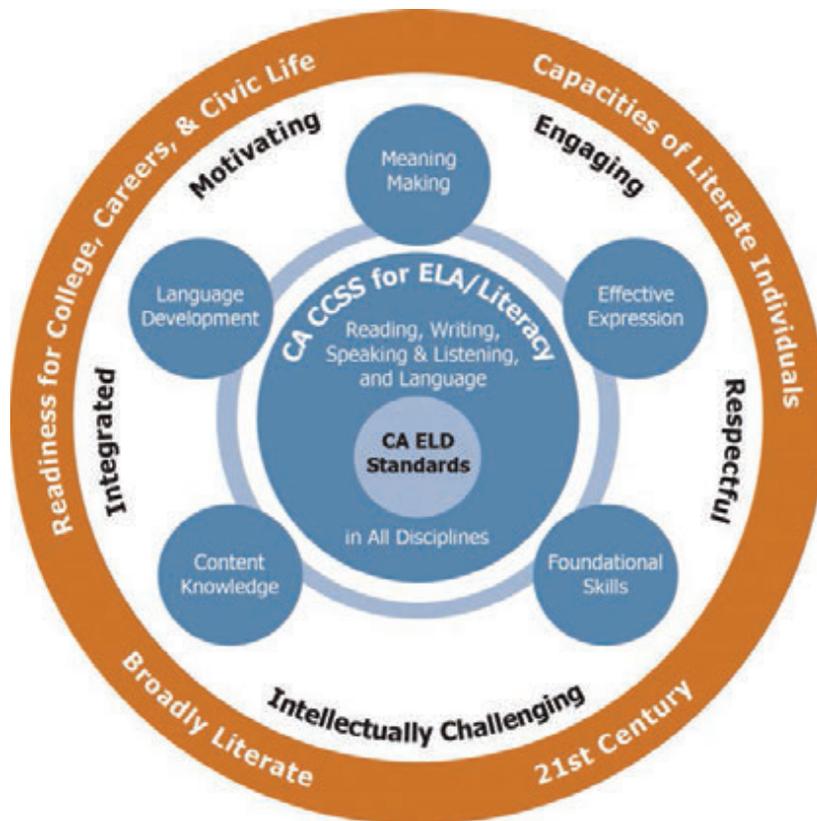
Kindergarten ELA/literacy and ELD instruction should be age-appropriate, carefully sequenced, thoughtfully planned, and focused on clear objectives and needs. Furthermore, instruction should occur in an environment that is responsive to the social, emotional, physical, linguistic, and cognitive needs of young children as it conveys the thrill of becoming literate. This section includes discussions of the key themes of ELA/Literacy and ELD instruction as they apply to kindergarten:

Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. (See figure 3.20.) These themes are situated in a motivating, engaging, respectful, and intellectually challenging context, and they are integrated across the curricula. Children's achievement of the grade-level standards reflected in these themes are a preliminary—and essential—step toward their ultimate realization of the overarching goals of ELA/literacy and ELD instruction: Students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; and acquire the skills for living and learning in the complex, information and technologically rich, and global world of the 21st century. Moreover, the ELA/literacy instruction called for in this

Kindergarten ELA/literacy and ELD instruction should be age-appropriate, carefully sequenced, thoughtfully planned, and focused on clear objectives and needs.

ELA/ELD Framework in every grade level contributes to students' progress in becoming broadly literate as they engage deeply as readers and viewers of a wide range of high-quality texts and media (See the introduction and chapter 2 to this *ELA/ELD Framework* for a discussion of these goals, which are displayed in the outer ring of figure 3.20.)

Figure 3.20. Circles of Implementation of ELA/Literacy and ELD Instruction

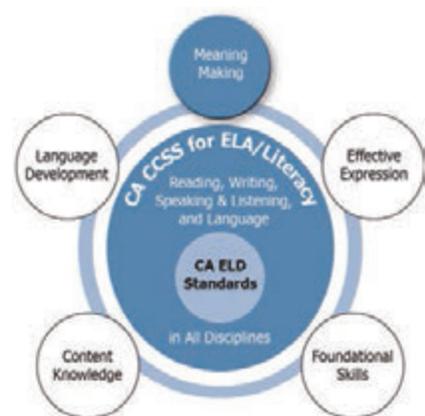


Meaning Making

As discussed throughout this framework, meaning making is central in each of the strands of the CA CCSS for ELA/Literacy and in all aspects of the CA ELD Standards. In this section, the focus is on meaning making with text.

Meaning Making with Text

Enjoying text, appreciating its role in daily life, and learning from it are goals of reading instruction. Thus, meaning making—or comprehension (see figure 2.6 in chapter 2)—is crucial and is a dominant focus of the ELA/literacy program. In the kindergarten year, comprehension instruction occurs primarily during times when the teacher is reading aloud to the entire group, small groups, or individuals. While reading aloud, teachers regularly engage in *thinking aloud*, initially with simple texts and eventually with more challenging texts. In doing so, teachers model the strategies they employ to make sense of print. For example, knowing that predicting is an effective comprehension strategy, teachers occasionally pause as they read aloud to comment on what they anticipate will happen next. Importantly, they provide their reasons for their



predictions, referring explicitly to language or illustrations in the text and making obvious the links between their predictions and the text. Knowing that visualizing contributes to comprehension, they comment on what they see in their *mind's eye* at certain points in the text. Knowing that monitoring comprehension is important, they reread some sentences or slightly longer sections of text that are especially dense or that include unusual words, and they explain to children that stopping to reread a difficult passage may help with understanding. Questioning, retelling and summarizing, and drawing inferences, too, are key comprehension strategies that should be modeled (Shanahan, and others 2010; see descriptions in figure 4.4 in chapter 4 of this *ELA/ELD Framework*).

While reading aloud, teachers regularly engage in thinking aloud, initially with simple texts and eventually with more challenging texts. In doing so, teachers model the strategies they employ to make sense of print.

In addition to observing their teachers' use of strategies, children are taught to use the strategies themselves. As teachers read aloud, they prompt children to share with the group their questions, inferences, predictions, and so forth. Teachers support children as they provide the reasons for their thinking. They ask text-dependent questions that take children into the text and that foster inference-making and critical thinking. (See the overview of the span in this chapter for a discussion of text-dependent questions.)

Teacher guidance is vital. For example, to build a sense of story structure with narrative text, kindergarten teachers begin with simple stories, those that have only a few characters, a single setting, and a straightforward plot. During a second or third reading of the story, teachers guide children in thinking closely about the structure. They may create a story map, prompting and supporting children to contribute their thoughts to a chart, such as the one in figure 3.21 developed for *Uncle Peter's Amazing Chinese Wedding*.

Figure 3.21. Story Map for Uncle Peter's Amazing Chinese Wedding by Lenore Look

Characters	A young girl, her Uncle Peter, his fiancée Stella, and family members
Setting	Uncle Peter's home and Stella's home on their wedding day
Problem	Peter is getting married and his niece worries that she will no longer be his special girl.
Action	The girl participates in the wedding activities, deliberately ruins the wedding tea, tells her mother her fears, and the wedding occurs.
Resolution	Stella tells the young girl she is happy to have a new niece. Uncle Peter calls her his special girl.
Theme	There is no limit on people's love.

When teachers engage children with interesting stories and entertaining poetry, and when they pique children's curiosity and model enthusiasm for and attention to ideas and craft, they are helping children understand the purpose of printed materials: to communicate ideas. Children learn that books and other printed media are interesting, entertaining, and instructive.

Just as they have many experiences engaging with literary texts (such as stories and poems), kindergarten children should have many opportunities to actively engage in group reading activities focused on a range of informational text. They learn to draw on prior knowledge relevant to the information and events in texts and to use the illustrations and context to make predictions about text.

Just as they have many experiences engaging with literary texts (such as stories and poems), kindergarten children should have many opportunities to actively engage in group reading activities focused on a range of informational text.

The reading standards for informational text are similar to those for reading literature. They, however, focus on the genre that predominates later schooling and life: informational text. The standards call for kindergarten children, with prompting and support, to ask and answer questions about essential elements of the text; identify the main topic of a text and retell key details of the text; and describe the connection between two individuals, events, ideas, or pieces of information in a text (RI.K.1–3). With prompting and support, children ask and answer questions about unknown words, identify the front and back covers and the title of a book, name the author and illustrator and define their roles in presenting ideas or information in a text, and describe the relationship between

illustrations and the text (RI.K.4–7). They identify basic similarities in and differences between two texts on the same topic, such as illustrations, descriptions, or procedures (RI.K–9). With assistance, children also identify the reasons an author gives to support points in a text (RI.K.8). This task is an important precursor to constructing evidence-based arguments, which comes into play strongly later in elementary school.

Kindergarteners who are ELs benefit from and participate in all of the instructional activities described in this chapter. Some EL children may not have had experiences actively engaging in group reading activities in which they exchange information and share ideas and opinions with a partner. This lack of experience may prevent them from participating in discussions, which limits their oral language development. Teachers ensure equity of participation in discussion activities by providing structured routines and frequent opportunities for students to interact with texts and peers. For example, during a read aloud, when teachers pose a comprehension question, instead of calling on raised hands they ask all students to think about the question for a few seconds and then discuss their thinking with a partner. This think-pair-share routine can be loosely structured (turn and talk) or highly structured (by using designated partners, identified roles, sentence frames) depending on the purpose. If teachers want students to use a specific word, they provide an open sentence frame that contains the word (e.g., Bees are *extraordinary* because____).

To support EL students in asking questions, teachers also model how to ask initial questions (*Why are bees extraordinary?*) and follow up questions (*Can you say more? Can you explain how/why?*) and encourages students to ask these same types of questions to extend their conversations, rather than merely saying one sentence.

When students are first learning a routine like think-pair-share, teachers typically begin with a single sentence and model responses. Over time, teachers encourage children to have more extended conversations about the content. Children ask, as well as answer, multiple questions to exchange ideas.

Teachers encourage parents and other caregivers of EL children to read aloud often (in the primary language and, to the extent possible, in English) and ask in the primary language the same types of questions asked during school read alouds. In addition to fostering biliteracy, the development of comprehension skills in the primary language enhances comprehension in English because these types of skills transfer across languages.

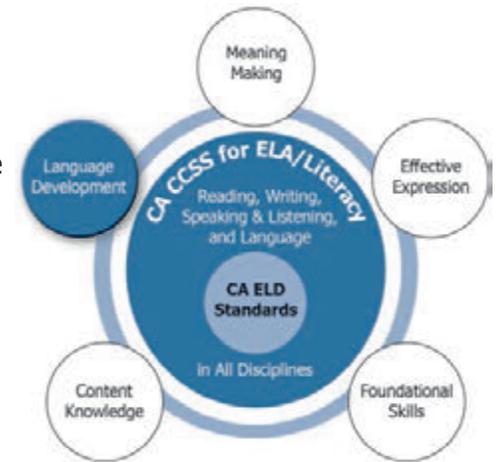
Teachers ensure equity of participation in discussion activities by providing structured routines and frequent opportunities for students to interact with texts and peers.

Language Development

As the foundation of literacy and all learning (and social competence), language development is crucial, particularly academic language. Children’s language expands considerably as they engage with texts and learn to discuss and communicate their ideas and questions about texts, experiences, and concepts. Language development is a high priority in kindergarten.

In kindergarten, teachers do the following to support language development, including the acquisition of academic language:

- Use sophisticated, but not excessively challenging, language in meaningful interactions with children. For example, when greeting children in the morning, they say, “It’s a spectacular morning, isn’t it?” When providing direction on how to fold a piece of paper, they say, “Make a vertical fold,” instead of “Fold it hot dog style.”
- Read aloud daily from a broad range of literary and informational texts, including those that are related to content area curricula and those that reflect children’s interests. Some texts are selected because they promote thinking and reflection and model rich language, and some are selected because, after several readings, they can be retold by children when holding the book or using props as memory aids. Some texts, such as poems or pattern books, are selected because they allow children to practice the rhythm, tempo, and pauses of English as they read along with their teacher.
- Discuss language, including the interesting words, sentence constructions, and more extended discourse structures in read aloud texts, thus building language awareness.
- Provide ample time for children to interact in both teacher-directed and child-centered contexts about texts, investigations, discoveries, and other learning experiences throughout the day.
- Provide independent time in intellectually stimulating centers of children’s choice that encourage language exchanges, such as hands-on science and art exploration centers.
- Facilitate children’s collaboration in joint projects, such as organizing a center together for future use by peers or working together to draw a map of the classroom.
- Engage children in guided and self-directed sociodramatic play, providing simple props, offering occasional prompts to extend their language, and modeling the use of puppets to retell or create stories.
- Engage children in interesting learning experiences that evoke questions and expressions of wonder.
- Engage in multiple exchanges with individual children daily, using decontextualized language (that is, language focused on issues beyond the here and now).
- Engage children in conversations about text, asking high-level, text-dependent questions that elicit rather than limit language. See figure 3.22.



Children’s language expands considerably as they engage with texts and learn to discuss and communicate their ideas and questions about texts, experiences, and concepts. Language development is a high priority in kindergarten.

Figure 3.22. Questions for The Little Red Hen by Vera Southgate

Questions that Limit Language	Questions that Elicit Language
<ul style="list-style-type: none"> • What color is the hen? • Will the others help her? • What did they say? • Is she happy with the others? • How many animals are on this page? • What is this animal? • Did they get to have bread at the end of the story? • Do you like the story? 	<ul style="list-style-type: none"> • What is the little red hen planning? • What just happened? • What do you suppose the little red hen is thinking? What makes you think so? • What does the author do to make us aware that that little red hen is unhappy? • How does the author help us understand what a mill is? • What does the hen do once her bread is ready to eat? Why? • What do you think the author is telling us?

The focus on oral language development in English is important for all children, but it is critical for ELs and children who have not been exposed elsewhere to the kind of language found in written texts (Dickinson and Smith 1994). During kindergarten, EL children make tremendous growth in their English language development when teachers pay attention to how language works and build children’s language awareness. Children who are aware of the various types of language resources available to them (e.g., when to use *prance* versus *strut* or how to add details to a sentence with a prepositional phrase, such as *at my house*) and how these resources are used to achieve specific purposes for particular audiences are able to make more informed choices when speaking and writing. Oral language development in the primary language should also be promoted and fostered, whether in an alternative bilingual program, an extracurricular heritage language program, or in the home with close collaboration and support provided by teachers.

Vocabulary Instruction

Teachers ensure vocabulary instruction is a key component of the kindergarten program. They implement each of the four aspects of vocabulary instruction described in chapter 2: They provide extensive experiences with language, establish word conscious environments, teach targeted vocabulary, and provide instruction in word-learning strategies.

Extensive experiences with language are described in the previous section in the context of overall language development. Children have numerous opportunities to converse with peers and adults while they engage in stimulating learning experiences, participate in structured discussions, and listen to and discuss books read aloud.

Word conscious environments are those in which children and adults notice and discuss words. Children may create word walls, word jars, or word journals in which they record words that are important, fascinating, or that otherwise capture their attention. They talk about words in different contexts, and notice relationships among words and similarities among words in different languages. They think about author’s choices and their own choices. Their awareness of words is heightened.

Word conscious environments are those in which children and adults notice and discuss words. Children may create word walls, word jars, or word journals in which they record words that are important, fascinating, or that otherwise capture their attention.

Educators selectively identify individual words to teach directly. They draw words from texts or subject matter and provide child-friendly definitions. Children act out words, render drawings that capture word meanings, generate charts of multiple meaning words (L.K.4) or antonyms (L.K.5b), or develop semantic maps of related words. Target words are used repeatedly, and children discover and learn about their applicability in numerous contexts.

Another component of a multi-faceted vocabulary program is teaching word learning strategies, such as using word parts to determine the meaning of words. For example, kindergarteners learn about the meaning of the prefix *un-* (L.K.4b). This understanding helps them determine the meaning of other words with the same prefix. Teachers deliberately model the use of words with *un-* (e.g., *unable*, *unwilling*, *unhappy*) in the classroom context to reinforce meaning. They also select books that include words with the prefix, such as *Something from Nothing* by Phoebe Gilman (1992) in which an *unsightly* blanket is described, and they discuss the meaning of the word. They write several words with the prefix on a chart, soliciting contributions from children, and discuss their meanings. They help children understand that the prefix adds meaning; in this case it means *not*. They later draw attention, as appropriate in the moment, to words with the prefix when they are used in texts and discussions, and they prompt children's use of words containing the prefix. Instruction occurs in contexts in which meaningful communication is the focus, but instruction also includes additional explorations of words.

Effective Expression

Adults experience more success in college, careers, and civic participation when they can express their opinions and knowledge clearly and coherently. Kindergarten programs contribute to the stair-step development of effective expression by ensuring that students are provided excellent instruction in writing, discussing, and presenting, as well as in using language conventions.

Writing

Children's emerging writing abilities are exciting to observe. These abilities develop within a writing-rich environment with instruction that carefully guides and supports children as they learn to write. Children learn to write as their teachers share excellent examples of writing, model writing themselves, provide numerous opportunities for children to respond in writing to texts and learning experiences across content areas, and provide explicit instruction.

A great deal of writing in kindergarten occurs when children—as an entire class, in small groups, or as individuals—dictate their ideas to an adult who records them. Children also express themselves in writing independently, beginning with marks and scribbles that soon become strings of letters. Eventually, as they learn about the sound structure of language (that is, they become phonemically aware) and about the symbols that represent sounds (that is, the letters of the alphabet), children begin to use that knowledge in their writing. Words are phonetically spelled at this stage of learning. This is an important milestone representing children's growing understanding of the alphabetic principle—crucial for independence in both writing and reading. Children who are deaf and hard of hearing whose primary language is American Sign Language (ASL) follow a different path. Skills in ASL, fingerspelling, reading, and writing are interwoven, and the merging of these skills enables the development of the alphabetic principle for students who are deaf (Visual Language and Visual Learning Science of Learning Center 2010).

In kindergarten, teachers do the following to support children's writing development:



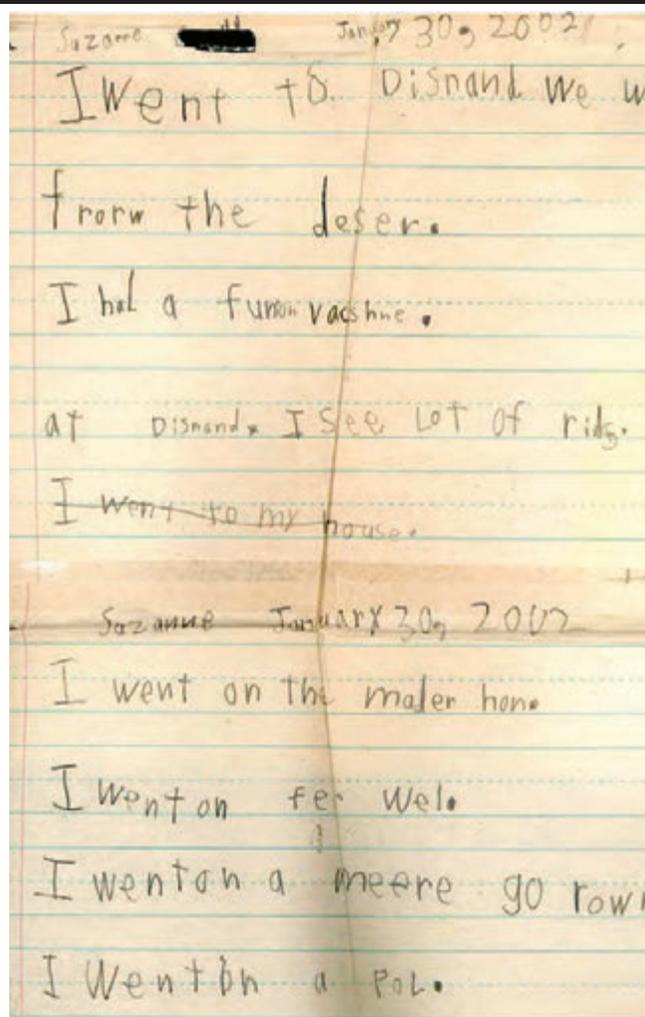
- Read aloud daily from a broad range of literary and informational texts, highlighting their varied purposes (e.g., tell a story, share an opinion, inform or explain); structures or organizations (e.g., narrative, description, cause and effect); and features (e.g., tables of contents). Ample familiarity with different types and purposes of text facilitates children's ability to write their own texts of varied types for varied purposes. Some texts serve as *mentor texts*, that is, excellent models of a targeted type or structure of writing.
- Provide a well-stocked writing area where children can find a variety of writing instruments (e.g., pencils, pens, colored pencils, chalk), surfaces on which to write (e.g., postcards, paper, charts, sticky labels), envelopes, clipboards, and a computer. Include examples of a variety of texts (e.g., letters, posters, lists, books, magazines, and signs).
- Provide writing materials in all areas of the classroom and outdoors, as appropriate: in the puppet area, science center, painting center, and other areas.
- Model writing daily. Write for real purposes, such as to make a request of the front office staff, share information with families, record the schedule for the day, make a list of items to take home, and appeal to a community member for assistance with a research project.
- Engage children in constructing and reconstructing text, guiding children to collaboratively tell or retell a story or other type of text while writing it for them (e.g., on chart paper or using a document camera).
- Provide opportunities for children to write in response to texts, particularly after sharing their ideas orally.
- Include writing as part of learning in content areas. For example, children draw their observations of a leaf and then dictate language to describe it. They share their comments about the value of classroom rules during a social studies lesson.
- Teach children explicitly how to write letters, words, and connected text.

Model writing daily. Write for real purposes, such as to make a request of the front office staff, share information with families, record the schedule for the day, make a list of items to take home, and appeal to a community member for assistance with a research project.

The goal of writing instruction in kindergarten is to support young children's abilities to express their thoughts in increasingly skilled ways, as well as to support their awareness of the purposes for writing and of different text types. Although copying letters and words may be part of direct instruction (e.g., for forming letters or encoding), it is not the primary focus of writing instruction. (However, it is important to note that building fluency with printing and, later, with handwriting, facilitates children's ease with translating their thoughts into written language.) Importantly, children begin expressing themselves through writing from the first day in kindergarten. The CA ELD Standards highlight skills that support ELs' progress in writing.

An example of a kindergartener's narrative is displayed in figure 3.23 along with an annotation. Clearly, this child has learned how stories work (note the opening, detailed events, and closing) and knows and can use the symbols and basic conventions of the English writing system (i.e., letters of the alphabet, capitalization, and punctuation). Examples of informative/explanatory and argument (opinion) writing are available in Appendix C of the CCSS for ELA/Literacy (http://www.corestandards.org/assets/Appendix_C.pdf, NGA/CCSSO 2010b).

Figure 3.23. Kindergarten Writing Sample



Annotation

The writer of this piece

- establishes a situation by naming a place.
 - *Disnand* (Disneyland)
- recounts several loosely linked events and the order in which they occurred.
 - *I had a fun on vacshne* (vacation). . . . *I see lot* (lots) *of rids* (rides). *I went on the mader hon* (Matterhorn). . . . *I went my house*.
- provides a reaction to what happened.
 - *I had a fun on vacshne* (vacation).
- offers a sense of closure.
 - *I went my house*.
- demonstrates command of some of the conventions of standard written English.
 - This piece illustrates consistent control of beginning-of-sentence capitalization and end-of-sentence punctuation. The writer also uses capital letters appropriately in the title of the piece.

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C*, 9–10. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Teachers carefully examine students' writing to determine achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work. Teachers of EL children also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

Discussing

By the end of kindergarten, children are expected to follow agreed-upon rules for engaging in discussions. That is, they listen to others and take turns speaking about the topics and texts under

During the kindergarten year, children engage daily in multiple discussions. Discussions occur in pairs, small groups, and with the entire class. Some discussions are adult-led. Others are conducted by the children, with teacher guidance and monitoring.

discussion (SL.K.1a). In addition, they are able continue a conversation through multiple exchanges (SL.K.1b). And, they ask and answer questions to seek and provide information and clarification (SL.K.2-3). They learn to speak audibly and express their thoughts, feelings, and ideas clearly (SL.K.6). Kindergarten teachers are aware of the work done in preschools and transitional kindergartens toward achievement of these expectations, and they build on previous practices. (See Volume 1 of the *California Preschool Learning Foundations*, Volume 1 of the *California Preschool Curriculum Framework* and the transitional kindergarten section of this chapter.)

During the kindergarten year, children engage daily in multiple discussions. Discussions occur in pairs, small groups, and with the entire class. Some discussions are adult-led. Others are conducted by the children, with teacher guidance and monitoring. Teachers use a variety of structures and make sure that all children have ample opportunities to contribute, not just the most outspoken children. Furthermore, they ensure that children engage in discussions with diverse partners. That is, children do not always turn to the same one or two neighbors to respond to a prompt or share their thinking. They interact in partners or small groups with all children in the classroom on numerous occasions and in numerous contexts. Children also may have opportunities to engage in discussions with distant others through the use of technology.

Effective discussions do not just happen. They require a skillful teacher who teaches children *how* to engage in discussions with peers and others. For example, teachers:

- Teach and demonstrate discussion behaviors that indicate respect for others, such as listening closely, not interrupting, responding to comments, encouraging others to contribute, and acknowledging and appreciating all participants' thinking on the topic
- Explain effective contributions to discussions, such as comments that are related to the topic and build on others' remarks and questions that serve to clarify or that request elaboration (i.e., staying on topic)
- Engage the children in reflection on the discussion process, such as asking them to consider what was helpful in keeping a discussion on target and what might have made the discussion run more smoothly
- Provide gentle guidance during discussions, as appropriate

Effective discussions do not just happen. They require a skillful teacher who teaches children how to engage in discussions with peers and others.

Discussions occur across the curricula. Students discuss books of all genres that are read aloud, and they discuss learning experiences in math, social studies, science, and the arts.

As noted in the overview of the span of this chapter and the transitional kindergarten section, teachers prepare questions that elicit higher-order thinking, and at times they provide sentence starters as prompts for discussions. They also provide images, including photographs and illustrations, that children discuss in small groups or pairs. For example, after the children have engaged in the “A Day in My Life” unit of the California Education and the Environment Initiative Curriculum (<http://www.californiaeei.org/curriculum/correlations/commoncore/>) in which they learn about the concept of natural resources, small groups are given images of resources (those that accompany the unit and more, as appropriate) and are prompted to draw on the images to discuss what they learned during the unit. They may respond to prompts such as, “This image shows _____.” “This image is important because _____.” “This image is related to the topic of *resources* in that _____.” and “Based on this image, I predict _____ because _____.”

Sentence frames are an ideal way to support young children to use academic vocabulary and increasingly complex sentence structures in meaningful ways as they discuss content and texts.

Teachers foster academic discourse skills when they establish routines and expectations for equitable and accountable conversations (e.g., think-pair-share); carefully construct questions that promote extended content discussions (e.g., questions that students have sufficient background knowledge to discuss); and provide appropriate linguistic support (e.g., a sentence frame, such as “At school, I’m determined to ___ because _____.”). Sentence frames are an ideal way to support young children to use academic vocabulary and increasingly complex sentence structures in meaningful ways as they discuss content and texts. With strategic scaffolding, all children learn to use English in ways that approach the more “literate” ways of communicating that are highly valued in school (Dutro and Kinsella 2010, Gibbons 2009, Merino and Scarcella 2005, Schleppegrell 2010).

Presenting

Kindergarteners have regular opportunities to present their ideas, opinions, and knowledge to their peers. They describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4). They add drawings or other visual displays to descriptions as desired to provide additional detail (SL.K.5). They speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6). Young children, like all children and youth, need a psychologically safe environment in which to present, and they should have choices about topics and, at times, the manner of their presentations. Some presentations are given individually and some are collaborative endeavors. See the transitional kindergarten section of this chapter for a discussion.

Young children, like all children and youth, need a psychologically safe environment in which to present, and they should have choices about topics and, at times, the manner of their presentations.

Using Language Conventions

The use of conventions contributes to effective expression. Language conventions in grammar and usage taught in kindergarten (L.K.1) include the following:

- Print many upper- and lowercase letters
- Use frequently occurring nouns and verbs
- Form regular plural nouns orally by adding /s/ or /es/
- Understand and use question words (interrogatives)

- e. Use the most frequently occurring prepositions
- f. Produce and expand complete sentences in shared language activities

Conventions of capitalization, punctuation, and spelling (L.K.2) include the following:

- a. Capitalize the first word in a sentence and the pronoun
- b. Recognize and name end punctuation
- c. Write a letter or letters for most consonant and short-vowel sounds
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Some conventions are clearly related to language development as children expand their grammatical knowledge and vocabulary. Others are closely related to foundational skills. Spelling, at this time in its developmental progression, is particularly intertwined with the development of foundational skills in reading—knowledge of the alphabet, phonemic awareness, and letter-sound relationships. Decoding and encoding are taught in ways that reflect this reciprocal relationship. (In subsequent grade levels, spelling instruction is more closely connected with instruction in morphology. See the overview of the span in chapter 4 of this *ELA/ELD Framework* for a discussion of the stages of spelling development, including the beginning stages typical of children in transitional kindergarten through grade one.) Conventions are integrated into each strand of the language arts and applied to every subject matter.

Content Knowledge

The kindergarten program includes thoughtful, systematic attention to the content areas, guided by California’s subject matter content standards and adopted instructional materials. Teachers provide instruction in the subject matter and involve children in investigations, experiments, and explorations. In addition, to enhance both literacy learning and content learning, teachers provide children with many opportunities for wide reading (largely through teacher read alouds), meaningful interactions with informational texts, and participation in shared research projects. See previous content knowledge sections in this chapter. See also chapter 2 for a discussion of wide and independent reading.



Foundational Skills

In kindergarten, children gain an understanding of print concepts, develop phonological awareness, and acquire initial phonics and word recognition skills (RF.K.1–3). In addition, they develop fluency appropriate for this level (RF.K.4). These foundational skills are vital for independence with written language, and instructional programs include a clear systematic focus on their development.



Print Concepts

Although many children enter kindergarten with an understanding of print concepts, some do not. The amount of attention devoted to this reading substrand of the CA CCSS for ELA/Literacy necessarily depends upon the learner’s existing knowledge. By the end of kindergarten, all children should acquire an understanding of the organization and basic features of print (RF.K.1), including (a) printed English is read and written from left to right and

from top to bottom and, in the case of books, page by page from front to back, (b) spoken words are represented in written language by specific sequences of letters, (c) written words are separated by spaces, and (d) the names and shapes of all upper and lower case letters of the alphabet.

Because print concepts develop when children interact with print, classrooms are print-rich environments. Print is displayed on boards, in centers, and in class and school libraries.

Children learn these concepts through frequent and meaningful experiences with printed language. Teachers model directionality by sweeping their hands along the lines of text as they read aloud from big books and as they write for and with children on charts and other surfaces. They point to text as they read aloud and as they engage children in shared writing activities. They draw children's attention to letter sequences and to spaces between words as they print. "Let's leave space between 'Our' and 'Pet' in the title because these are two different words." Children learn about the alphabetic symbols, seeing them used to communicate

their ideas in print and learning letter names and shapes through direct instruction. ("This letter is / . Look at its shape. Watch how I write it. I make a straight line, starting from the top. Let's do it together in the air.") Teachers use appropriate terminology (e.g., *letter*, *word*, *period*) and encourage children's use of these academic terms.

The kindergarten program also exposes children to a range of print forms and functions across genres of text. Children interact with books, magazines, Web pages (perhaps projected onto a large screen), online documents, pamphlets, and more. They are exposed to charts, tables, indexes, glossaries, tables of contents, links, and other features of printed and digital text. Teachers share a wide variety of texts through read alouds and through placement in class libraries and centers, ensuring the exposure that is critical to building children's familiarity with a variety of text types and text features.

Because print concepts develop when children interact with print, classrooms are print-rich environments. Print is displayed on boards, in centers, and in class and school libraries. Writing surfaces (e.g., chart paper, notepads, white boards) and writing tools (e.g., markers, pencils, crayons, and keyboards) are readily available. Print plays a functional role in daily routines, such as when the day's schedule is written and discussed, children's name cards are sorted to indicate which of several small groups they are in, checklists display tasks to be accomplished, areas (e.g., *Library*) are labeled and guidelines (e.g., *Put caps back on markers.*) are posted.

Some children's understandings of the basic features of print may be well developed upon entry to kindergarten depending upon their prior experiences at home, preschool, or transitional kindergarten. Other children may have less well developed print concepts. Teachers should be skilled at assessment and provide instruction that is appropriate for the child, neither belabored nor given less attention than needed.

Teaching the letters of the alphabet to children who entered kindergarten with knowledge of letter names, shapes, and sounds is inappropriate. Likewise, moving too quickly through letters with children who have limited exposure to the symbols is problematic. Both circumstances are likely to cause frustration and disengagement.

Some children's understandings of the basic features of print may be well developed upon entry to kindergarten depending upon their prior experiences at home, preschool, or transitional kindergarten. Other children may have less well developed print concepts.

Phonological Awareness

It is critical that sufficient attention is given to developing children’s phonological awareness during kindergarten (RF.K.2). The focus is on general phonological sensitivity early in the year as children engage in rhyming activities and manipulate syllables and onsets and rimes. However, phonemic awareness becomes a systematic and important target as the year progresses. (Students who are deaf and hard of hearing who do not have complete access to the letter-sound correspondences in English use an alternate pathway to understanding the alphabetic code in English.)

By the end of kindergarten, children demonstrate the understandings of spoken words, syllables, and phonemes (RF.K.2a–f) displayed in figure 3.24.

Figure 3.24. Kindergarten Standards in Phonological Awareness with Examples

Standard 2	Examples
a. Recognize and produce rhyming words.	<p><i>Recognize:</i> They indicate that <i>fish</i> and <i>dish</i> rhyme and that <i>fish</i> and <i>plate</i> do not.</p> <p><i>Produce:</i> They name words that rhyme with a target word, saying <i>sun</i> or <i>bun</i> when asked for a word that rhymes with <i>run</i>.</p>
b. Count, pronounce, blend, and segment syllables in spoken words.	<p><i>Count:</i> They indicate that the spoken word <i>table</i> has two syllables.</p> <p><i>Pronounce:</i> They say the syllables in the spoken word <i>carpet</i>: /car/-/pet/.</p> <p><i>Blend:</i> They blend the individually spoken syllables /tea/-/cher/ to form the spoken word <i>teacher</i>.</p> <p><i>Segment:</i> They segment the spoken word <i>tomato</i>, pronouncing separately its three syllables: /to/-/ma/-/to/.</p>
c. Blend and segment onsets and rimes of single-syllable spoken word.	<p><i>Blend:</i> They say <i>spin</i> when asked to blend into a word the separately spoken onset and rime /sp/ and /in/.</p> <p><i>Segment:</i> They say /m/-/an/ when asked to say the first sound in the spoken word <i>man</i> and then the rest of the word.</p>
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) words.	<p><i>Initial:</i> They say /f/ when asked the first phoneme in the orally presented word <i>food</i>.</p> <p><i>Final:</i> They say /t/ when asked the final phoneme in the word <i>hot</i>.</p> <p><i>Medial:</i> They say /ɔ/ when asked the medial phoneme in the orally presented word <i>dog</i>.</p> <p>[Note: Isolating the medial vowel is more difficult than isolating the initial or final phonemes and generally will be addressed after children successfully isolate initial and final phonemes.]</p>

Standard 2	Examples
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><i>Add:</i> They say <i>sand</i> when asked to add the phoneme /s/ to the beginning of the spoken word <i>and</i>. They say <i>beet</i> when asked to add the phoneme /t/ to the end of the spoken word <i>be</i>.</p> <p><i>Substitute:</i> They say <i>lit</i> when asked to change the /s/ in the word <i>sit</i> to /l/. They say <i>hop</i> when asked to change the /t/ at the end of the spoken word <i>hot</i> to /p/.</p> <p>[Note: Children will need to delete sounds before substituting them. Thus, children can say <i>me</i> when asked to say <i>meat</i> without the final /t/ sound.]</p>
<p>f. Blend two to three phonemes into recognizable words. (CA addition)</p>	<p><i>Blend two phonemes:</i> They say <i>zoo</i> when asked to blend into a word the separately spoken phonemes /z/-/oo/.</p> <p><i>Blend three phonemes:</i> They say <i>cat</i> when asked to blend into a word the separately spoken phonemes /c/-/ă/-/t/.</p>

These skills are learned through direct instruction and ample opportunities to reflect on and manipulate the sounds of language in playful contexts. Sometimes children respond with nonsense words while engaging in phonological awareness activities. For example, when asked to name something that rhymes with *plate*, they say *yate*. Such responses are not incorrect, phonologically speaking. *Plate* and *yate* do, indeed, rhyme. Clearly, the child who offers this response understands rhyme. Teachers should respond in the affirmative and then, as appropriate, address whether *yate* is a real word. (In some circles, it is a combination of *yeah* and *great*.)

Suggestions for instruction are presented in the transitional kindergarten section of this chapter. Many of the same activities are appropriate with kindergarteners; the pace, increased intentionality, and expectation of achievement of the standards mark the difference between instruction for transitional kindergarteners and kindergarteners.

Phonics and Word Recognition

The kindergarten curriculum fosters children’s knowledge of and ability to apply grade-level phonics and word analysis skills in decoding words both in isolation and in text (RF.K.3a–d). Children achieve the standards displayed in 3.25 by the end of the year. These standards build from knowledge of print concepts, especially knowledge of letters (i.e., recognizing and naming the letters) (RF.K.1d). (See the transitional kindergarten section of this chapter for guidance on teaching letters.)

Figure 3.25. Kindergarten Standards in Phonics and Word Recognition with Examples

Standard 3	Example
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	When children see the printed letter “s,” in isolation (as on a flash card) and in text (as in an emergent level book they are viewing), they indicate that it represents the sound /s/. When they hear the sound /s/, they identify the letter that represents it.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) (CA addition)	<i>Vowels:</i> When children see the printed letter “A” or “a,” they indicate that it may represent /ā/ or /ă/ (the long or short vowel sound).*
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	When children see selected high-frequency words in print (both in isolation and in text), they say the words.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Children know which of the following two printed words is <i>man</i> by examining the words and using their knowledge of the letter-sound correspondences: <i>man fan</i>
* Vowels may, of course, represent sounds other than the long and short sounds, but those are not the focus of this standard in kindergarten.	

Because children learn to blend spoken phonemes into recognizable words (RF.K.2f), the teacher models using this skill in tandem with children’s developing knowledge of letter-sound correspondences to sound and blend simple printed words, such as *mom* and *cat*. Words may be blended in their entirety (e.g., /mmömm/ is *mom*, elongating sounds as appropriate) or in smaller chunks (e.g., /mmö/ is /m/ then the initially blended unit is blended with the final sound so /möm/ is *mom*). Importantly, words that children first learn to decode should be ones in their vocabulary. As they begin to grapple with blending the sounds represented by letters, they match their preliminary attempts with words that are in their mental storehouse. This is especially important when children, typically in later grades, encounter printed words that might be pronounced one of several different ways given the complexity of the code and the different stresses on syllables in multisyllabic words. See the overview of the span in this chapter for additional information. As children continue to develop as readers, they begin to encounter words that are not in their oral vocabulary. Reading contributes significantly to their vocabulary development.

Children have many opportunities to apply their growing knowledge of the code in a variety of contexts throughout the kindergarten year. They use what they have learned to engage with beginning-level texts and to record their own thoughts in printed language. It is important that they see many examples of print that match what they are learning. When print is not consistent with what

Some children need more practice with decodable texts than other children. A consistent approach is especially important for children who are experiencing difficulty with the alphabetic code.

children have been taught, the discrepancy should be noted and mentioned in a manner appropriate for the learner. Decodable texts, as discussed in the overview of the span in this chapter, are particularly appropriate for practicing emerging phonics skills as they are being learned. Some children need more practice with decodable texts than other children. A consistent approach is especially important for children who are experiencing difficulty with the alphabetic code. In other words, they should be exposed to texts that support their developing skills rather than to a mix of books (i.e., some that are decodable and others that include few decodable words) that may confuse them as they attempt to apply their knowledge. Ongoing assessment is crucial to the extent that it informs instruction.

Phonics and word recognition instruction for ELs is differentiated based on students' prior literacy experiences, their oral proficiency in English, and similarities between the primary language and English. Students are carefully assessed in English and the primary language, when possible, to determine the most appropriate sequence of instruction. Decoding skills that students have developed in their primary language can be transferred to English (August and Shanahan 2006, Bialystok 1997, de Jong 2002, Lindholm-Leary and Genesee 2010) with appropriate instruction in the similarities and differences between the familiar writing system and the English writing system. Instruction can be accelerated by building on what students already know.

Attention to oral language is important, and teachers ensure that children know the meanings of the words they are learning to decode. Pronunciation differences due to influences from the primary language, home dialect of English, or regional accent should not be misunderstood as difficulty with decoding. In addition, although pronunciation is important, overcorrecting it can lead to self-consciousness and inhibit learning. Rather, teachers check students' comprehension of what they read, respectfully model how words are pronounced in standard English, and draw attention to differences between pronunciations of different dialects of English. (For additional information on different dialects of English, see chapter 9 of this *ELA/ELD Framework*.)

Teachers of EL children enrolled in an alternative bilingual program (e.g., dual immersion, two-way immersion, developmental bilingual) use the CA CCSS for ELA/Literacy and the CA ELD Standards in tandem with the CA CCSS-aligned primary language standards to guide instruction both in English and the primary language. The development of foundational skills in two languages is carefully coordinated.

Children who are deaf and do not have auditory access to spoken language face challenges when asked to pronounce words because they cannot hear themselves or spoken language models in their environment. Rather than focusing on the pronunciation of the words, teachers check the student's vocabulary comprehension.

Attention to oral language is important, and teachers ensure that children know the meanings of the words they are learning to decode. Pronunciation differences due to influences from the primary language, home dialect of English, or regional accent should not be misunderstood as difficulty with decoding.

Fluency

Kindergarteners read emergent-reader texts with purpose and understanding. Emergent-reader texts are defined as those consisting of short sentences composed of learned sight words and CVC words; they may include rebuses (NGA/CCSSO 2010a: Appendix A). Children begin to demonstrate purpose and understanding as they express an interest in printed material, ask and answer questions about text, and discuss the content (RF.K.4, RL/RI.K.1–3).

Young children need excellent models of fluent reading. They should be read aloud to regularly by adults and others who read aloud with accuracy, at a rate appropriate for the text, and with expression that supports understanding. Children also need many opportunities to participate in teacher read alouds or shared reading.

Kindergarteners demonstrate fluency with letter recognition and with decodable and high-frequency sight words both in isolation and in connected text. Good teaching and many opportunities to practice are crucial. Development of accuracy during the early years is paramount to the development of fluency.

For additional guidance on considerations for using the CA CCSS foundational reading skills with EL children, see figure 3.11 in the overview of the span of this chapter. For guidance on teaching foundational literacy skills in Spanish, see the Spanish version of the CA CCSS for ELA/Literacy.

Young children need excellent models of fluent reading. They should be read aloud to regularly by adults and others who read aloud with accuracy, at a rate appropriate for the text, and with expression that supports understanding.

An Integrated and Interdisciplinary Approach

As discussed in the overview of the span section in this chapter, the CA CCSS for ELA/Literacy and the CA ELD Standards call for an integration of reading, writing, speaking, and listening. Furthermore, these two sets of standards are inextricably linked to every curricular area. Learning subject matter requires that students understand and use the language of the subject to comprehend, clarify, and communicate concepts. The following snapshots illustrate how this integration of ELA with other content areas plays out in kindergarten classrooms.

Snapshot 3.4. Collecting and Reporting Data on Litter at School Integrated ELA, ELD, Science, and History–Social Science in Kindergarten

The kindergarteners in Mr. Kravitz’s classroom listen to several informational and literary texts about the importance of caring for the environment and the impact litter has on local habitats. Mr. Kravitz guides a discussion about this type of pollution, asking—and encouraging the children to ask—questions about the information they are learning from the texts. He prepares them for paired as well as large group conversations about what they are learning by revisiting the texts and images, and drawing attention to some of the vocabulary that may be particularly useful for their discussions. For example, he reviews and writes on a chart some of the general academic (e.g., *discard, accumulate, observe, impact*) and domain-specific (e.g., *habitat, pollute, litter*) vocabulary from the texts that convey important ideas.

Next he has students meet in pairs to talk about what they have learned. Many of them refer to the chart to remind themselves and each other about the concepts and accompanying vocabulary. After sharing in pairs, the children gather in small groups to draw and label illustrations about what they learned and discussed. They work collaboratively, talking about their understandings and making decisions about their illustrations and the words they will use to label them. After each group presents and explains a labeled illustration to the entire class, the illustrations are displayed on a bulletin board. Next the children identify three areas of the school grounds where they can examine litter in their school environment. They identify the location where students are dropped off and picked up, the outdoor lunch area, and the playground. For five days in a row, teams count (and safely collect and discard) individual items during the final half hour of school and record the count in each area on a chart.

At the end of the week, the children determine which area accumulated the most trash by adding the daily counts. Mr. Kravitz leads a discussion about their findings and guides children to think about the consequences of the litter in these locations and possible actions they can take to change the amount of litter accumulating in these places. Some of the children say that the litter makes their school ugly. Others mention the potential danger to their own health and that of the birds and other animals who visit their school. Together, with Mr. Kravitz serving as scribe, they jointly craft a letter to the principal, incorporating some of the special terminology used in their discussions and readings. After carefully revising and editing it as a group with teacher assistance, they invite the principal to the class to share their findings and present their letter to her.

CA CCSS for ELA/Literacy: RL.K.1; RF.K.2; W.K.2; SL.K.1, 6; L.K.6

CA ELD Standards: ELD.PI.K.1–2, 5, 6, 9–11, 12b; ELD.K.PII.1, 3

Related CA Next Generation Science Standards:

Performance Expectation

K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Science and Engineering Practices

Planning and Carrying Out Investigations

Analyzing and Interpreting Data

Related CA History–Social Science Standard:

Civic participation

Snapshot 3.5. *David Goes to School* Integrated ELA and Civics in Kindergarten

The students in Ms. Miller’s class are familiar with young David’s antics in David Shannon’s picture book, *No, David!* They have chuckled with Ms. Miller over the story and illustrations many times. This week, Ms. Miller reads aloud Shannon’s sequel, *David Goes to School*, in which young David breaks one classroom rule after another. With support, the children identify and discuss the main ideas of the narrative conveyed in the text and illustrations at appropriate points.

Ms. Miller asks text-dependent questions to guide the children’s comprehension and critical analysis of the story. She returns to the story with them to locate specific language in the text that addresses these questions:

- What are the school rules in this book?
- Who is the author? Do you think the author believes that it is important to have rules at school and in the classrooms? Why?
- What does David think of the rules? Does he think they are important? How do you know?
- What lessons do you think the author wants us to learn about rules that we can apply to our own school?
- Let’s compare the rules in our school with the rules in David’s school. Which are similar and which are different?

To further develop students’ critical thinking, Ms. Miller asks students to reflect on the rules in their own classroom. She refers to the posted list of classroom rules that the children helped develop early in the school year and encourages them to engage in brief, small group conversations to consider whether any rules need to be changed or new ones added. Knowing that some of the children need scaffolding to convey their thoughts, she provides an optional sentence frame (“We should add/change _____ as a rule because _____.”) to help them answer the following questions:

- What rules in our classroom would you like to change? Why?
- What rules in our classroom would you like to add? Why?

Ms. Miller considers changing or adding one or more of the classroom rules so that the children recognize that their views have impact.

Resources

Shannon, David. 1998. *No, David!* New York: Blue Sky Press.
Shannon, David. 1999. *David Goes to School*. New York: Scholastic.

CA CCSS for ELA/Literacy: RL.K.1.1–3; SL.K.1.1–2

Related CA History–Social Science Standard:

K.1 Students understand that being a good citizen involves acting in certain ways.

Civic Themes:

Building a Foundation for Civic Literacy
Rules and Laws in Our World

English Language Development in Kindergarten

From their first days in kindergarten, EL children learn English, learn content knowledge through English, and learn about how English works. English language development occurs throughout the day and across the disciplines (integrated ELD) and also during a time specifically designated for developing English based on EL children's language learning needs (designated ELD). Differences in approaches to ELD vary depending on the program of instruction (e.g., mainstream English, alternative bilingual program). The CA ELD Standards serve as a guide for teachers to meet the English language development needs of their EL students, and they are used in tandem with the CA CCSS for ELA/Literacy, as well as other related content standards.

While most of young EL children's English language development occurs throughout the school day through integrated ELD, designated ELD is a time during the regular school day when teachers work with EL children grouped by similar English language proficiency levels. Teachers focus on critical language the children need to be successful in school subjects, placing particular emphasis on academic language. Designated ELD time is an opportunity to focus on and delve deeper into the linguistic resources of English that EL children need to engage with content, make meaning from it, and create oral and written texts in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time. However, the content focus is derived from other areas of the curricula.

The main instructional emphases in designated ELD are oral language (including collaborative discussions), language awareness, and a strong emphasis on general academic and domain-specific vocabulary. Other understandings about literary and informational texts enter into designated ELD instruction, as well. During designated ELD children *discuss ideas and information* from ELA and other content areas using the language (e.g., vocabulary, grammatical structures) of those content areas and also *discuss the new language* they are learning to use.

For example, a teacher leads students in a discussion about an inference the children made while listening to a story read aloud earlier in the day during ELA. The teacher structures the question in such a way as to promote the use of particular language

(e.g., *Why do you think Fox became so sneaky after he spoke with Goose?*) and supports children to use new vocabulary and grammatical structures by asking them to use an open sentence frame to express their ideas (e.g., *Fox was sneaky because _____. After he spoke with goose, Fox became sneaky because _____.*). During designated ELD, teachers ensure that EL students have the time and opportunity to discuss their ideas using new language that they need to fully engage in ELA and other content areas. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see the overview of the span in this chapter. See also chapter 2 of this *ELA/ELD Framework*.

The following snapshots provide illustrations of designated ELD instruction for EL children in kindergarten. Snapshot 3.6 describes how a kindergarten teacher who teaches in English throughout the day uses designated ELD time to support his EL students at different English language proficiency levels to fully access science content understandings and also develop the English language and literacy abilities needed to interact meaningfully with the science content.

During designated ELD, teachers ensure that EL students have the time and opportunity to discuss their ideas using new language that they need to fully engage in ELA and other content areas.

Snapshot 3.6. Expanding Science Observations, Designated ELD Connected to Science in Kindergarten

Mr. Hunt often provides opportunities for his kindergarteners to explore science concepts using toy models or real objects (e.g., real earthworms and soil, toys with wheels). The children in his class observe the natural world (e.g., in the school garden, at a science literacy station) and record and discuss their observations with one another. He also reads aloud many informational texts, and he shows videos that convey information on the science concepts under study. Each day, he has his students write (or dictate) and draw about what they are learning in their science journals. Some of the language in the science texts, such as domain-specific vocabulary (e.g., *soil, root, stem, germination, sprout*), general academic vocabulary (e.g., *emerge, develop, delicate*), and prepositional phrases (e.g., *in the ground, for three weeks*) is new for his EL children.

Mr. Hunt provides structured opportunities for EL students to use new language they are learning in meaningful ways in both science and designated ELD time. For example, during a science unit on insects, he asks the children to use models of insects as well as refer to notes and labels they have recorded in their science observation logs to *describe or explain* the science concepts they are learning about to classmates. For example, they discuss structure and function of insect anatomy, behavior, habitat). He prompts the children to use domain-specific vocabulary (e.g., *antennae, wings, abdomen*), and he supports their speech and writing with open sentence frames that target particular grammatical structures (e.g., *When the bee lands on the flower, ____*).

Mr. Hunt differentiates instruction depending on the group he is working with. For example, with all of the children during designated ELD, he discusses ways in which they can *select language resources* and *expand and enrich their ideas* to be more precise and detailed when they orally describe the insects they are learning about. For students at the Emerging level of English language proficiency, he structures opportunities for them to use precise, domain-specific words (e.g., *larva, thorax*) when they describe their ideas; add a familiar adjective (e.g., *big, small, green*) to their modify nouns; and use simple prepositional phrases (e.g., *on the leaf*) to add detail to their sentences.

He shows EL students at the Expanding level how to *expand and enrich* their ideas in increasingly complex ways. For example, he shows them how to add the prepositional phrases *with full pollen baskets* and *around the flowers* to the sentence *The bee is flying*. This creates the more detailed sentence, *The bee with full pollen baskets is flying around the flowers*.

He discusses the meaning of these sentences, provides the children with many opportunities to experiment with orally expanding and enriching their ideas in similar ways, and shows them where these types of sentences occur in the texts he is reading to them.

He also works with the children to *connect their ideas* by combining sentences with coordinating conjunctions. He guides children at the Emerging level of language proficiency to construct the following types of compound sentences:

Bees are insects. Bees make honey. → Bees are insects, and they make honey.

When he works with his EL students at the Expanding level of English language proficiency, he guides them to construct the following types of complex sentences:

Bees are insects. Bees make honey. → Bees are insects *that* make honey.

Snapshot 3.6. Expanding Science Observations, Designated ELD Connected to Science in Kindergarten (cont.)

In ELA and science, Mr. Hunt encourages his EL students to use the language they have been learning in designated ELD for both oral and written tasks. For example, when the students write about the observations they have made in the garden, Mr. Hunt prompts them to expand and enrich their sentences, as well as to connect them.

CA ELD Standards: ELD.PI.K.6, 12b; ELD.PII.K.4–6

CA CCSS for ELA/Literacy: RI.K.1-2; SL.K.2–3; SL.K.5; W.K.2; L.K.4; L.K.6

Related CA Next Generation Science Standard:

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Snapshot 3.7 provides an example of kindergarten teachers in an alternative dual language program providing designated ELD to their EL students in ways that build into and from the learning experiences that occur throughout the day. The ideas provided below are not exclusive to dual language programs, nor are they intended to represent the only way that alternative dual language programs should approach designated ELD.

Snapshot 3.7. Learning Two Languages in an Alternative Dual Language Program in Kindergarten

New Horizons Academy is a Two-Way Bilingual Education TK–12 school with the goals of developing students' bilingualism, biliteracy, high academic achievement in both English and Spanish, and cross-cultural understanding. When they enter the TK and kindergarten programs, about one-third of the school's students are Spanish-dominant, about one-third are English-dominant, and about one-third are English-proficient bilingual (Spanish-English) from homes where both languages are spoken. By the time they graduate, all students receive California's Seal of Biliteracy. Recognizing that Spanish-dominant students who develop advanced literacy in Spanish are more successful in both English and Spanish, the school has a strong commitment to fully developing both advanced Spanish and English throughout the high school years.

Social justice and cultural awareness are major emphases at the school. Beginning in the earliest years, students learn about how to care deeply about themselves and others. Not only do they develop language and literacy in their primary language and in English, they also learn about their own and others' cultures and about issues affecting their community and the world. Beginning in the upper elementary grades, students go with their teachers to the local homeless shelter to donate food from the school's urban farming program. In middle and high school, all students form leadership teams that work together to design and implement community-based, social justice projects to benefit the school and local community. Examples of the projects include cleaning the beaches; tending urban gardens; participating in support and alliance groups (e.g., LGBT, Dreamers); building community awareness about local, state, national, and world issues; participating in political campaigns and other types of socially responsive programs. Teachers support these projects across the curricula, and parents and families are integral to these efforts. Each member of the school community (students, parents

Snapshot 3.7. Learning Two Languages in an Alternative Dual Language Program in Kindergarten (cont.)

and family members, educators) is expected to embrace the guiding principles represented by the school's "Mandala" Commitments:

New Horizons Academy Mandala Commitments

Mandala means circle in Sanskrit and represents wholeness in Hindu and Buddhist traditions. It is a model for the organizational structure of life, reminding us of our relation to the world that extends both beyond and within our bodies and minds.

Community: We are able and willing to express our ideas, beliefs and feelings; to hear and respect the ideas, feelings, and beliefs of others. We take responsibility for the life of our community.

Empowerment: We claim our power to define ourselves and to struggle for liberty.

Well-Being: We nurture our minds, bodies, and spirits by practicing healthy habits.

Creativity: We express our uniqueness, imagine new possibilities, shape ourselves, and impact the world.

Love: We care deeply about ourselves and others and express caring through our actions.

Inquiry: We constantly seek understanding by asking questions of ourselves and of the world around us.

Scholars: We are critical thinkers engaged in a lifelong pursuit of knowledge.

Activists: We envision a just and humane world, strive to make it real, and inspire others to do the same.

Courage: We have the strength to recognize and challenge our fears.

(Adapted from Los Angeles Leadership Academy)

In kindergarten, the children's bilingual and biliteracy development involves a variety of rich learning experiences, including opportunities to express their creativity at the dramatic play area in each classroom, which has a puppet theater, a dress-up chest, and a playhouse for acting out scenes from storybooks or everyday life experiences. The writing and art area provides a variety of materials, including different kinds of paper, crayons, markers, pencils, and other things useful for writing and illustrating stories as well as other text types. The listening center provides recordings of stories, poetry, and informational texts in both Spanish and English. These areas allow the children to develop new understandings, learn from one another, and express themselves in meaningful and relevant ways in Spanish, English, and sometimes both.

Daily activities include much singing, conversing, and reading in both languages. While their teachers read sophisticated storybooks in both languages to all students and engage in other types of learning where they use either Spanish or English, designated ELD offers an opportunity for teachers to focus intensively on supporting their young English learners to develop both conversational and academic English. By listening to and discussing sophisticated stories during designated ELD, the teachers are able to guide their EL students to engage in meaningful oral discourse in English, learn about vocabulary and grammatical structures in written English, and develop phonological awareness and concepts of print in their additional language; these elements of oral language development are closely linked to learning to read and write. Most of the EL children in kindergarten are at the Emerging level of English language proficiency. Having the opportunity during a protected time each day to delve deeply into rich storybooks in English and into learning about how English works allows the teachers to intensively focus on meeting their EL students' particular English learning needs.

Snapshot 3.7. Learning Two Languages in an Alternative Dual Language Program in Kindergarten (cont.)

Most of the designated ELD instruction in kindergarten focuses on engaging students to join in the experience of teacher read alouds of storybooks. Through these interactive read aloud experiences, the children engage in extended conversations in response to text-dependent questions and have repeated exposure to the rich vocabulary in the books. The children discuss and write their opinions and ideas about the stories, and their teachers explicitly teach them some of the general academic vocabulary from the books so that they can use this language in related speaking and writing contexts. During designated ELD time, the teachers reinforce (but do not introduce for the first time) concepts of print, phonological awareness, and phonics in English. The school has made a commitment to include intentional and explicit teaching of transferable and non-transferable skills beginning in kindergarten and has a well-articulated plan for gradually developing EL (and other) students' English language and literacy skills from early childhood through the elementary years and beyond. All students learn to read and write primarily in Spanish first, but they also learn critical literacy skills in English early on so that when they begin to engage with increasingly complex literacy tasks in English, they will have the language and literacy skills necessary to succeed. The teachers use the following principles when they plan lessons for engaging their EL children in rich storybook read alouds during designated ELD time. Each story takes about a week to teach.

Interacting with Storybooks: Principles for Planning

Book Choice: Choose books that lend themselves to extended discussions and that contain many general academic vocabulary words. Frequently use culturally relevant books as well as bilingual books.

Repetition and Interaction: Read the story several times during the week, delving into different aspects of the story each day. Ask a few text-dependent questions for literal comprehension (first day) and inferential comprehension (other days). Use open sentence frames, appropriate for the questions and adjusted to the children's language learning needs (not too easy, and not too hard).

Vocabulary: Stop at strategic points to explain word meanings, act out (with gestures and facial expressions) the words, or point to an illustration for the word, and have the children repeat the words chorally. Choose a limited set of general academic words (three to five) to teach explicitly after reading the story. (Also explicitly teach everyday English words that the children do not know and that are essential to understanding the story and discussing it.)

Repetitive Phrases: Choose two to three repetitive phrases that are essential to understanding the story and are fun to say, and have the children join along in chanting the phrases when the phrases arise.

Primary Language: Use the children's primary language, when appropriate, to facilitate story comprehension and vocabulary development.

English Foundational Skills: Strategically reinforce English foundational skills (e.g., concepts about print, rhyming words, sounds in English that do not transfer to Spanish and those that do) while reading or jointly constructing texts about the story.

Snapshot 3.7. Learning Two Languages in an Alternative Dual Language Program in Kindergarten (cont.)

Interacting with Storybooks: Principles for Planning

Writing: Sum up each lesson with quick (5-minute) writing tasks, such as describing a character, writing in response to a text-dependent question, giving an opinion. Engage the students in jointly reconstructing the story once it has been read several times and vocabulary has been taught. Facilitate students' use of new general academic vocabulary (e.g., *scrumptious*, *encouraged*) and grammatical structures (e.g., *Once upon time . . .*, *After she went to sleep . . .*) as you retell/rewrite the story together.

Extending Understandings: Expand the ideas in the book to other classroom tasks. Provide copies of the book (in both languages, if possible) in the library area, writing and art center, and listening center. Encourage the children to retell the story, dramatize it, and write it (or an altered version of it) themselves once they have heard it several times.

During Writing Workshop, the kindergarten teachers notice that the EL children (and other dual language learners) usually choose to write in Spanish. Sometimes, however, they choose to write in English or to write bilingual stories. The teachers continue to encourage all of the children to develop sophisticated understandings of both Spanish and English and to use the language skills, abilities, and knowledge they develop in designated ELD throughout the day.

Additional Information

Web sites

- Dual Language of New Mexico maintains an extensive array of resources for dual language programs: <http://www.dlenm.org/>.
- Center for Applied Linguistics (CAL) provides resources for two-way immersion and dual language educators: <http://www.cal.org>.
- Colorín Colorado has many resources for teachers and parents that support dual language development: <http://www.colorincolorado.org/>.
- Bilingual Learning (a project of Southern California Public Radio, <http://www.scpr.org/>) has many examples of dual language education programs (including a map for finding California bilingual programs), as well as research and information: <http://projects.scpr.org/bilingualelearning/>.
- Some additional examples of California Bilingual Programs are the following:
 - Semillas Community Schools: <http://www.dignidad.org/>
 - Los Angeles Leadership Academy: <http://www.laleadership.org>

Recommended reading

- Gillanders, Cristina, and Dina Castro. 2011. "Storybook Reading for Young English Language Learners." *Young Children*. January: 91-95. (<http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf>).
- Howard, Elizabeth R., Julie Sugarman, Donna Christian, Katherine J. Lindholm-Leary, and Rogers, D. 2007. *Guiding Principles for Dual Language Education*. 2nd ed. Washington, DC: Center for Applied Linguistics. (<http://www.cal.org/twi/guidingprinciples.htm>).
- Naqvi, Rahat, Anne McKeough, Keoma Thorne, and Christina Pfitscher. 2012. "Dual-Language Books as an Emergent-Literacy Resource: Culturally and Linguistically Responsive Teaching and Learning." *Journal of Early Childhood Literacy* 13 (4): 501-528. (<http://ecl.sagepub.com/content/13/4/501.refs>).

Additional examples of designated ELD linked to different content areas are provided in the transitional kindergarten and grade one sections of this chapter and, with older students, in chapters 4–7.

ELA/Literacy and ELD in Action in Kindergarten

The research-based implications for ELA/literacy and ELD instruction are outlined in the overview of the span in this chapter and in chapters 1 and 2 of this *ELA/ELD Framework*. In the following section, detailed examples demonstrate implementation of the principles and practices discussed in the preceding sections of this chapter. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers enact the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of oral language development and frequent exposure to complex texts in the earliest grades. Because young children’s listening comprehension generally outpaces their ability to read independently, teacher read alouds are of critical importance. (See the discussion of reading aloud earlier in this chapter. See also the discussion and figure 2.3 in chapter 2.) When teachers read aloud sophisticated literary and informational texts, they expose children to rich language (including vocabulary and complex grammatical structures), new ideas, and content knowledge the children may not be able to access through independent reading. Rich read-aloud experiences using complex texts in English are especially critical for EL children, who may not have these experiences at home. In alternative bilingual programs, teacher read alouds in both languages of instruction are important for biliteracy development.

When planning lessons, teachers consider the principles and practices discussed in this chapter and throughout this *ELA/ELD Framework*. Lesson planning incorporates the cultural, linguistic, and background experiences students bring to the classroom; the assessed needs of students; and year-end and unit goals. The framing questions in figure 3.26 provide a tool for planning.

Figure 3.26. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students’ English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in the preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

In vignette 3.3, the teacher uses a five-day planning template to guide his instruction in building students' abilities to make meaning, develop language, and express themselves effectively.

Vignette 3.3. Interactive Storybook Read Aloud Integrated ELA/Literacy and ELD Instruction in Kindergarten

Background

Mr. Nguyen reads aloud to his students daily during ELA instruction. He intentionally selects storybooks that have an engaging and fun plot because such books promote extended discussions. He also ensures that his 30 kindergarteners, half of them ELs, are exposed to books containing rich language, including academic vocabulary. Most of the EL children in Mr. Nguyen's class are at the Expanding level of English language proficiency. However, three are new to the U.S. and are at the early Emerging level. Three of his students have moderate intellectual disabilities, and Mr. Nguyen works closely with the school specialist to ensure he is attending to their socio-emotional and cognitive learning needs.

When he reads complex literary texts aloud, Mr. Nguyen incorporates specific instructional strategies to help his students connect personally with the stories, attend to sophisticated language, and develop listening comprehension skills. To the extent possible, he also looks up specific words and phrases in his EL students' primary languages so that he can use them to scaffold their comprehension of English texts.

Lesson Context

Mr. Nguyen and his colleagues collaboratively plan their read aloud lessons and designated ELD lessons that build into and from the read alouds. They have just designed a five-day sequence for the story *Wolf*, by Becky Bloom and Pascal Biet. The teachers plan to read *Wolf* to their students three times over three consecutive days. Each time they read it aloud, teachers will model successful reading behaviors, drawing attention to vocabulary and prompting students to discuss comprehension questions (at first mostly literal, "right there" text-dependent questions—with answers that can clearly be found easily in the text—and increasingly inferential questions as the week progresses). In the last two days of the lesson sequence, the teachers will guide students to retell the story, first orally and then in writing. The team's planning map for the week is as follows:

Vignette 3.3. Interactive Storybook Read Aloud Integrated ELA/Literacy and ELD Instruction in Kindergarten (cont.)

Interactive Storybook Reading 5-Day Planning Template		
<i>Book title and author:</i>		
<i>The problem (in child-friendly language):</i>		
<i>General academic vocabulary in the story:</i>		
<i>Selected words to teach more in depth later (~5):</i>		
Day 1	Day 2	Day 3
Places in the story to model making inferences: Vocabulary to explain (E), act out (A) or show in the illustration (S): Places to stop for think-pair-share (write questions and sentence frames, differentiated as needed):	Places in the story to model making inferences: Vocabulary to explain (E), act out (A) or show in the illustration (S): Places to stop for think-pair-share (write questions and sentence frames, differentiated as needed):	Places in the story to model making inferences: Vocabulary to explain (E), act out (A) or show in the illustration (S): Places to stop for think-pair-share (write questions and sentence frames, differentiated as needed):
Days 4–5		
Guided (with the teacher) or independent (in pairs or groups): <ul style="list-style-type: none"> • Oral retelling of the original story • Written retelling of the original story • Alternate version of the original story 		

At the end of the week, Mr. Nguyen will ask pairs of students to compose and illustrate either a retelling of the original story or an alternate version of it (e.g., with different characters or an alternate ending). The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards Mr. Nguyen is focusing on today, the first day of the lesson series, are the following:

Learning Target: Students will listen to a story and discuss text-dependent questions about it. They will practice being good conversational partners.

CA CCSS for ELA/Literacy: *RL.K.1 – With prompting and support, ask and answer questions about key details in a text; RL.K.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts); SL.K.1 – Participate in collaborative conversations with diverse partners, follow agreed-upon rules, and continue a conversation through multiple exchanges; SL.K.2 – Confirm understanding of a text read aloud.*

CA ELD Standards (Expanding): *ELD.PI.K.1 – Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions; ELD.PI.K.3 – Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X.), as well as open responses, in order to gain and/or hold the floor; ELD.PI.K.5 – Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.*

Vignette 3.3. Interactive Storybook Read Aloud Integrated ELA/Literacy and ELD Instruction in Kindergarten (cont.)

Lesson Excerpt

On the first day, Mr. Nguyen invites his students to gather on the carpet to listen to the story. He briefly *previews the story problem* since this is often challenging for students to perceive on their own.

Mr. Nguyen: Today, you're going to meet a hungry wolf. At first, he wants to eat some farm animals – a cow, a pig, and a duck. But the farm animals are much more interested in reading their books, so they *ignore* him. That means they don't pay attention to him *at all*. He doesn't like that, and he tries to get them to pay attention to him.

As Mr. Nguyen reads the story, his students are very engaged, in large part because the story is so well written, but also because Mr. Nguyen models enthusiasm by reading with intonation and acting out the voices of the interesting characters when there is dialogue. He frequently invites the children to read along with him some particularly engaging passages. For example, when the pig explains to the wolf that the farm is for educated animals, Mr. Nguyen invites the children to say the dialogue together.

Mr. Nguyen: "Educated animals . . . Educated animals!" the wolf repeated to himself." Let's all repeat that together, and let's say it like the wolf would.

Mr. Nguyen thinks aloud as he reads, modeling how to make inferences at strategic points in the story and exposing the children to general academic vocabulary that they may want to use when discussing the text later.

Mr. Nguyen: I'm thinking that the reason the animals aren't paying attention to the wolf is because they're so *engrossed*, or interested in their books. Even though he's *leaping* and *howling* at them, they're more *interested* in reading. I think they must love to read and that they're probably reading really good books!

At one or two strategic points in the story, Mr. Nguyen *stops and asks his students to think* about a text-dependent question he poses and then prompts the students to share their ideas with a partner. His students engage frequently in "think-pair-share," turning to their designated partners to discuss ideas in the text.

Mr. Nguyen: "You've got a long way to go." That means, "you have a lot of work to do."
Why do you think the duck told the wolf, "You've got a long way to go?"

Mr. Nguyen points to the illustration in the book, which shows the wolf laboriously reading his book out loud, the pig annoyed and glaring at him, and the other animals ignoring him. He has found that this kind of visual support helps students with learning disabilities as well as ELs at the early Emerging level to comprehend and to engage more actively in partner discussions. It also helps all of the children describe the relationships between illustrations and the print in stories. After Mr. Nguyen poses the question, he is quiet for several seconds so his students have time to think.

Mr. Nguyen: Now that you have an idea, you can use this sentence frame when you share it with your partner. Listen to me first, and then we'll say it together: "Maybe the animals think that ____." Remember to help your partner, add on to what your partner says, or ask a question, if you need to. Don't stop your conversation until I call the class back together.

Vignette 3.3. Interactive Storybook Read Aloud Integrated ELA/Literacy and ELD Instruction in Kindergarten (cont.)

The children take turns sharing their ideas with their partners, and Mr. Nguyen listens carefully. He has intentionally placed his ELs at the early Emerging levels next to friends who speak the same primary language, and he encourages them to communicate in their primary language as needed. He also encourages them to use gestures (e.g., hand motions and nodding) and simple phrases (e.g., I think . . . Can you say that again?) in order to participate actively in their conversations with partners.

Alicia: Maybe the animals think that, think that . . . the wolf . . .

Sam: (Nodding in encouragement and waiting.)

Alicia: Maybe the wolf is . . .

Sam: Maybe the animals think that . . .

Alicia: (Nodding) Maybe the animals think that they don't like him. Your turn.

Sam: I can add on to you because maybe the animals think that he don't read good.

Alicia: Yeah. They read good. They only like to read.

Sam: And the wolf, he don't read good like them.

Mr. Nguyen: (Signaling for students to face him.) I am hearing some great ideas. I heard someone say that maybe the animals think that the wolf doesn't read very well, and that's why they told him he has a long way to go. Here (pointing to the text) it says that the animals just kept on reading. It seems like they weren't even interested in hearing him read. It looks like that's what's happening in the illustration, too. Maybe that's what the pig means when he says "you've got a long way to go." Maybe they think Wolf needs to practice reading a lot more, or that he has to practice reading for a lot *longer* before he can read as well as they do.

Throughout the story, Mr. Nguyen pauses when he comes to general academic vocabulary that his students may not know or may only partially understand. He acts out some of the words (e.g., *peer*, *budge*), points to illustrations in the text for others (e.g., *emerging*), and briefly explains others (e.g., *educated*, *ignored*, *satisfied*, *impressed*).

Mr. Nguyen: "You have *improved*," remarked the pig. When you improve, that means you get better at doing something.

At the end of the story, Mr. Nguyen asks a final question to stretch his students' analytical thinking.

Mr. Nguyen: Why do you think that the other animals want Wolf to keep reading to them now?

During the next two days, when he reads the story aloud again, Mr. Nguyen continues to model good reading behaviors, focusing on key vocabulary and other rich language (e.g., *his eyes were playing tricks on him*), and providing many opportunities for the children to discuss their comprehension of the text. By the third time Mr. Nguyen reads the book aloud, the children are able to discuss more analytical questions in extended ways. For example, by the third day, the children have a more nuanced understanding of why the animals ignored the wolf and can explain their ideas more precisely (e.g., *because he was acting in an "uneducated" way and couldn't read like them*). They are also able to provide more evidence in their responses to questions like "What do you think the wolf learned by the end of the story? How do you know?" For example, they note that wolf's behavior and appearance changed throughout the story.

Vignette 3.3. Interactive Storybook Read Aloud Integrated ELA/Literacy and ELD Instruction in Kindergarten (cont.)

Throughout the week, Mr. Nguyen keeps notes on what students are saying and doing. So that he can strategically support students with varied needs, his teaching log has sections for notes regarding those who need support with listening comprehension, those with special needs, and ELs. On day four, Mr. Nguyen guides the children in an oral retelling of the story. On day five, he engages them in jointly reconstructing the story as he writes it for all to see using a document camera. He scaffolds their use of sophisticated language, helping them extend and refine their ideas as they reconstruct the story together.

Teacher Reflection and Next Steps

At the end of the week, Mr. Nguyen reviews his teaching log. He notes that during the initial reading of the story, his ELs at the early Emerging level of English language proficiency struggled to communicate in English during think-pair-share, and that two used their primary language to share ideas for a couple of the questions. However, by the third time he read the story, these students were speaking English more confidently, using short phrases and integrating the sentence frames he had previously provided. He makes a note to ask his colleagues for ideas about supporting these students to participate more actively in English the first time a story is read. At the same time, he is pleased that students listened actively during the first reading and that after hearing the story repeatedly, they were able to communicate their ideas more readily in English. Returning to his notes, Mr. Nguyen also sees that the three children with moderate learning disabilities were very engaged during all three readings of the book, which he attributes in part to the deliberate scaffolding and structure he provided.

Mr. Nguyen sends home an information sheet—in English and in the primary language of the EL children—with some suggestions for how parents might interact with their children while reading aloud to them at home.

Resource

Bloom, Becky, and Pascal Biet. 1999. *Wolf*. New York: Orchard Books.

Sources

Lesson inspired by

Beck, Isabel L., and Margaret G. McKeown G. 2007. "Increasing Young Low-Income Children's Oral Vocabulary Repertoires through Rich And Focused Instruction." *Elementary School Journal* 10 (3): 251–271.

McGee, Lea M, and Judith Schickedanz. 2007. "Repeated Interactive Read Alouds in Preschool and Kindergarten." *The Reading Teacher* 60: 742-751.

Ota, Tamaye, and Pamela Spycher. 2011. *Powerful Academic Vocabulary Instruction for Young English Learners*. Presented at the annual conference of the California Association for the Education of Young Children (CAEYC), Sacramento, CA, March 2011.

Additional Information

Web sites

- Colorín Colorado has read aloud tips for parents (<http://www.colorincolorado.org/guides/readingtips/>) in eleven languages (<http://www.colorincolorado.org>).
- D.E.A.R. (drop everything and read) with families short video (<https://www.teachingchannel.org/>)

Recommended reading

McGee, Lea M, and Judith A. Schickedanz. 2007. Repeated Interactive Read Alouds in Preschool and Kindergarten. *The Reading Teacher*, 60 (8): 742–751. (<http://www.readingrockets.org/article/16287>).

Designated ELD Vignette

The example in the ELA/literacy vignette 3.3 illustrates good teaching for all students with a particular focus on the needs of EL children and children with disabilities. In addition to good first teaching, EL children benefit from intentional and purposeful designated ELD instruction, which vignette 3.4 illustrates.

Vignette 3.4. General Academic Vocabulary Instruction from Storybooks Designated ELD in Kindergarten

Background

Mr. Nguyen has just read his students the story *Wolf* by Becky Bloom and Pascal Biet (see vignette 3.3). During the interactive read aloud, he paused when he came to several general academic vocabulary words to point to illustrations showing the meanings of the words or act out or explain their meanings. Despite this embedded vocabulary instruction, Mr. Nguyen has observed that many of his ELs have a hard time understanding or using the words orally. He wants all of his students to be able to understand these types of words when he reads them stories and use the words when they retell stories or compose their own original stories. He explicitly teaches some general academic vocabulary during ELA instruction. However, he also uses part of his designated ELD time to teach additional general academic words explicitly so that his EL students can rapidly build their vocabulary repertoires in ways that are tailored to their specific language learning needs.

Lesson Context

Mr. Nguyen and his kindergarten teaching team plan their vocabulary lessons together. They use a structured routine for teaching vocabulary that the children know well and enjoy because it makes learning the new words fun. The lesson incorporates several key elements:

- contextualizing the word in the story;
- providing a child-friendly explanation of its meaning along several examples of the word used meaningfully; and
- ample opportunities for the children to practice using the word with appropriate levels of scaffolding.

The kindergarten teachers teach 4–5 words per week during ELA instruction using a predictable routine. They use the same routine to teach additional words, when needed, during designated ELD instruction. The teachers develop the children's knowledge of the words over time by using the words frequently themselves throughout the day and by providing ample opportunities for the children to use the words in meaningful ways. The lesson-planning template the team uses is provided below.

Vignette 3.4. General Academic Vocabulary Instruction from Storybooks Designated ELD in Kindergarten (cont.)

General Academic Vocabulary Instruction - Lesson Plan Template (Whole group and small group)		
Story: Word: Cognates: Timing: (should take 5–10 minutes, depending on the word)		
Routine: <ol style="list-style-type: none"> 1. Tell the students the word, and briefly show them the place in the story where they first heard it. Tell students any cognates in the students' primary language (e.g., <i>furious</i> in English is <i>furioso</i> in Spanish). 2. Explain what the word means in child-friendly terms (1–2 sentences). Use the word in complete sentences, so you do not sound like a dictionary. 3. Explain what the word means in the context of the story. 4. Provide a few examples of how the word can be used in other grade-appropriate ways. 5. Guide students to use the word meaningfully in one or two think-pair-shares (three, if needed), with appropriate scaffolding (e.g., using a picture for a prompt, open sentence frames, etc.). 6. Ask short-answer questions to check for understanding (not a test – they are still learning the word). 7. Find ways to use the word a lot from now on, and encourage the children to use the word as much as they can. Tell them to teach the word to their parents when they go home. 		
If taught in small groups for ELD		
Children in group (names): EL proficiency level: Emerging, Expanding, Bridging Differentiated sentence frames for step 5 (see CA ELD Standards):		
<i>Emerging</i>	<i>Expanding</i>	<i>Bridging</i>

Mr. Nguyen teaches designated ELD during literacy centers. While the other children are engaged in independent tasks (e.g., at the dramatic play area, the library corner, the listening station, the writing station), he works with small groups of EL children at the same English language proficiency level so that he can focus on their particular language learning needs. The learning target and cluster of CA ELD Standards Mr. Nguyen is focusing on today are the following:

Vignette 3.4. General Academic Vocabulary Instruction from Storybooks Designated ELD in Kindergarten (cont.)

Learning Target: Students will use general academic vocabulary meaningfully in complex sentences.

CA ELD Standards (Expanding): *ELD.PI.K.12b - Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning . . . ; ELD.PII.K.6 - Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) . . .*

Lesson Excerpt

Mr. Nguyen sits at the teaching table facing five of his EL students who are at the Expanding level of English language proficiency. He shows them the book they read that morning, *Wolf*, and briefly summarizes the plot of the story. Next, he tells them about the new word they are going to learn to use: *ignore*.

Mr. Nguyen: (Showing the illustration.) Today, you're going to learn a new word: ignore. Let's all say that together. In the story when the wolf tried to scare the other animals, they just ignored him. When you ignore someone or something, you don't pay attention to it at all. You pretend it's not there. In the story, the animals ignored the wolf—or pretended he wasn't there—because they wanted to read their books.

Mr. Nguyen tells the children some other ways the word can be used so that they have models for using the word in different situations.

Mr. Nguyen: You can use this word a lot and probably every day. For example, this morning, I noticed that Hector ignored a friend who was trying to play with him while I was reading you this story. Hector didn't pay attention to him at all because he wanted to listen to the story. Sometimes when I'm trying to take a nap, there's noise outside my house, but I just have to ignore it so I can go to sleep. Take a look at this picture. Sometimes, my dog ignores me when I call her. She just pretends I'm not there, and I have to tell her "Please don't ignore me."

By this point, the children have a good idea of what the word means, and now it is their turn to use it. Mr. Nguyen provides a structure the students are familiar with (think-pair-share), linguistic support (open sentence frames), and a good question to promote thinking and their meaningful use of the word.

Mr. Nguyen: Now it's time for you to use the word. Here's a picture of a baby bothering a dog (shows picture). It looks like the dog is ignoring the baby. Why do you think the dog is ignoring the baby? (Waits several seconds for students to do their own thinking.) I'm not sure what you were thinking, but I'm thinking that maybe he's ignoring the baby because he's a lot bigger than the baby, and he doesn't want to hurt her. Maybe he's ignoring the baby because he doesn't care if she pulls his ears. You can use your idea, or you can use my idea. Now you get to tell your partner the idea. Use this sentence frame: The dog is ignoring the baby because ____.

Vignette 3.4. General Academic Vocabulary Instruction from Storybooks Designated ELD in Kindergarten (cont.)

After the children say the sentence frame with Mr. Nguyen, they turn to their partner to share their idea. Mr. Nguyen makes sure that his sentence frames contain the new word and that they are “open,” meaning that children can use the frame as a springboard to add a lot, and not just one or two words. He also makes sure to think about the grammatical structure of his sentence frames and to constantly stretch his students linguistically. The sentence frame he uses is a complex sentence, and he would like for his students to use complex sentences to show the relationship between two ideas more often, rather than only using simple sentences to express themselves. He listens as the children share their ideas.

Marco: The dog is ignoring the baby because he’s a lot bigger. Maybe he doesn’t want to hurt it.

Alexi: The dog is ignoring the baby because he likes it.

Mr. Nguyen: Can you say a little more? What does he like?

Alexi: When she goes on him and pulls him. He loves the baby.

Mr. Nguyen: So he’s ignoring the baby because he loves her, and he doesn’t care if she pulls on his ears?

Alexi: (Nodding.) He ignoring her because he loves her, and he doesn’t care if she hurt him.

Mr. Nguyen does not correct Alexi and require him to say “he’s ignoring her” or “she hurts him” because he wants to keep Alexi’s focus on the meaningful use of the word *ignore*. However, he makes a note in his observation log to address this grammatical point in another lesson. He asks the children another question and has them share their ideas with a partner, and then he asks them some short-answer questions to reinforce their understanding.

Mr. Nguyen: Now we’re going to play a little game. If what I say is a good example of something you should ignore, say “ignore.” If it’s not, say “don’t ignore.” Your friend wants to play with you during circle time.

Children: (In unison.) Ignore.

Mr. Nguyen: Your friend falls off the swing and hurts herself.

Children: (In unison.) Don’t ignore.

At the end of the lesson, Mr. Nguyen returns to the places where the word *ignore* appears in the story and briefly reminds the children of how it was used. The vocabulary lesson has taken about eight minutes, and now the children have a solid foundation for using the word and for understanding the word when they encounter it again in *Wolf* (when Mr. Nguyen reads it again) and in other stories.

Mr. Nguyen will continue to develop the children’s knowledge of the word over time and will encourage the students to use the word meaningfully. For example, he will encourage the students to “ignore” the sounds outside as they are enjoying quiet reading time. He will also encourage the children to use the word when speaking to one another (“Please don’t ignore me. I want to play with you,” for example). The children will also learn many other words, some taught directly and many more they are exposed to through the rich stories and informational texts Mr. Nguyen reads aloud daily. In addition, Mr. Nguyen will often choose

Vignette 3.4. General Academic Vocabulary Instruction from Storybooks Designated ELD in Kindergarten (cont.)

different words to teach his ELs at the Emerging level of proficiency, words that are important to understanding the stories he reads and that the other students in the class may already know well (e.g., dangerous practice), as well as some everyday words the children may not pick on their own (e.g., town, village, farm).

Teacher Reflection and Next Steps

Over the next week, Mr. Nguyen observes the children closely as they speak and write to see if they begin to use the words he has taught them. He deliberately finds ways to use the new words several times each day for the next week, and he posts the new words, along with the picture that depicts or triggers a reminder of the meanings of the words (e.g., the dog and the baby) on the class “Big Kids Words” wall. Each week, he sends home a sheet with the new words and a supportive illustration so that his students can “teach” their parents the new words they are learning and so that parents can reinforce the learning.

Resource

Bloom, Becky, and Pascal Biet. 1999. *Wolf*. New York: Orchard Books.

Sources

Lesson inspired by

Beck, Isabel L., and Margaret G. McKeown. 2001. “Text Talk: Capturing the Benefits of Read-aloud Experiences for Young Children.” *The Reading Teacher*, 55: 10–20.

Silverman, Rebecca D. 2007. “Vocabulary Development of English-language and English-only Learners in Kindergarten.” *Elementary School Journal*, 107: 365–383.

Spycher, Pamela. 2009. “Learning Academic Language through Science in Two Linguistically Diverse Classrooms.” *Elementary School Journal* 109 (4): 359–379.

Additional Information

Web site

- Colorín Colorado has information about selecting vocabulary words to teach to ELs. (<http://www.colorincolorado.org/educators/content/vocabulary/>).

Recommended reading

Beck, Isabel, Margaret McKeown, and Linda Kucan. 2002. “Taking Delight in Words: Using Oral Language To Build Young Children’s Vocabularies.” Colorín Colorado. (<http://www.readingrockets.org/article/11917>).

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every child because each child comes to teachers with unique dispositions, skills, histories, and circumstances. Teachers need to know their students well through appropriate assessment practices and other methods, including communication with families, in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners and capitalize on opportunities for collaboration with colleagues and others (see figure 3.27).

Kindergarten children have just embarked on the voyage of their lifetime. The world of words, stories, and ideas is a new adventure for them, and they bring fresh eyes to every schooling event. As they prepare to move to grade one, kindergarten children find excitement in new concepts, comfort in familiar tales, and new-found pride in the skills and knowledge so recently acquired.

Figure 3.27. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they frequently collaborate with their teaching colleagues to plan instruction, analyze students' work, discuss students' progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

Grade One

First grade is an exciting year filled with remarkable advances in literacy and language. Children continue to learn skills that enable them to read, write, and communicate more independently. They apply their growing knowledge of the alphabetic code and they recognize a growing number of words accurately and automatically. They learn to write and spell many words and use them to communicate ideas and experiences. They engage deeply with high-quality literary and informational texts as listeners and readers, and they compose different types of texts for different purposes. They continue on the path toward becoming broadly literate. (See chapter 2 of this *ELA/ELD Framework*.) Concurrently, children have rich experiences in the content areas that expand their knowledge of the world and their language.

Instruction is designed such that the range of learners in the classroom receives excellent *first teaching*. Some children may require additional instruction in order to achieve the standards. Additional instruction is provided in a timely fashion and is targeted to ensure all children make the progress necessary for access to the same future opportunities in their educations, careers, and lives as their peers.

Key Themes of ELA/Literacy and ELD Instruction in Grade One

Instruction in ELA/literacy is appropriately challenging, focused on clear objectives, carefully sequenced, and responsive to children’s needs. Furthermore, instruction occurs in an inviting and empowering context that integrates the curricula and is motivating, engaging, respectful, and intellectually challenging (displayed in the white field of figure 3.28). In this section, the key themes of ELA/literacy and ELD instruction as they apply to grade one are discussed. These include **Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills**. Grade one instruction is an important step toward students’ ultimate achievement of the overarching goals of ELA/literacy and ELD instruction (displayed in the outer ring of the figure): Students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century.

Figure 3.28. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

As noted in chapter 2 and previously in this chapter, meaning making is a theme that runs throughout each of the strands of the CA CCSS for ELA/Literacy and the CA ELD Standards. The standards ensure that children understand texts, write to communicate meaning, speak and listen to convey and clarify meaning, and learn and develop their language to expand opportunities for meaning making. This section focuses on meaning making with text.

Meaning Making with Text

Comprehension is used synonymously with *meaning making* in the context of engagement with text. (See figure 2.6 in chapter 2 for a definition of comprehension.) Comprehension is the focus of read aloud experiences with literary and informational text. Children ask and answer questions (RL/RI.1.1), with special, but not exclusive, emphasis on text-dependent questions, particularly those that demand higher-level thinking. (See the overview of the span of this chapter for a discussion of text-dependent questions.) They retell stories or information, identify the central message or main topic, and describe story elements (characters, settings, major events) and information (RL/RI.1.2–3). They learn about the craft and structure of literary and informational text, shifting their attention from meaning to how meaning is conveyed as they identify words that evoke feelings or use text features to locate information; explain differences between different genres and the purposes of various text features (glossaries, icons, headings); and identify the source of the story (the voice) or information (images or text) (RL/RI.1.4–6). They also attend to illustrations and details to describe characters, settings, and events, or key ideas, and they compare and contrast the adventures and experiences of characters and of two texts on the same topic (RL/RI.1.7, 9). Teachers provide systematic instruction in comprehension to ensure that children understand, enjoy, and learn from texts that are being read aloud.

Comprehension is vitally important as children gain independence with print. As beginning readers, children use considerable mental energy to identify words when first learning to decode. Excellent instruction ensures that they become accurate decoders and that they build automaticity quickly so that decoding efforts are not so demanding that they prevent comprehension. Teachers continue, as they work with small groups and individuals, to provide instruction in comprehension and turn children's attention to meaning even as children build skill with the code.

Excellent instruction ensures that they [students] become accurate decoders and that they build automaticity quickly so that decoding efforts are not so demanding that they prevent comprehension.

Questions are skillfully used by teachers for several purposes. Some questions are used to assess children's understanding; others are used to guide understanding, inference-making, and thinking. Some questions prompt children to make connections between the text and their lives

or other learning. Some help children integrate information across paragraphs or pages. Some focus children's attention on word choice and how it impacts interpretation. Children are given opportunities to reflect on and respond to the content of texts in a variety of ways, including critically and creatively, and to engage in many conversations with peers and others about meaning.

EL first graders benefit from and participate in all of the instruction discussed in this chapter. Particularly critical for EL children are opportunities for equitable interaction and a focus on meaning making. Questioning and scaffolding are provided strategically with children's English language proficiency in mind.



Language Development

As noted in previous sections, language undergirds literacy and learning, and children’s command of academic language in particular is related to present and future achievement. Serious attention is given to developing children’s language, yet instruction is age-appropriate and meaning-based. In other words, new vocabulary (see next section) and complex sentence structures are relevant for six-year-olds and serve real purposes: to understand and appreciate increasingly complex texts, learn new concepts and information in the content areas, and communicate effectively and precisely.

A great deal of conversation about texts and content area subject matter occurs in grade one. Children meet with different partners to react to a character’s actions in a story, summarize a brief selection from a text, tell what they learned after a content investigation, and identify questions they want to ask. They are given *think time* to plan what they are going to say and they are encouraged to *say more* about topics and to explain their comments and ideas. They write in response to texts and content lessons and experiences, independently, with a partner, or through dictation to older children or an adult. In doing so, they have repeated opportunities to use new language.

They also have many of the same opportunities that kindergarteners have to immerse themselves in a variety of language-based activities throughout the day. They use puppets to create or reenact stories. They engage in sociodramatic activities and role playing. They participate in collaborative explorations of content and creative problem solving. See other sections on language development in this chapter.

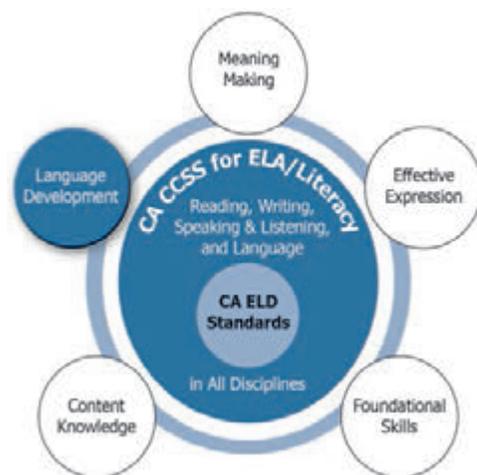
Vocabulary Instruction

Vocabulary is acquired largely through interactions with text. In fact, wide reading has been identified as the single most powerful factor in vocabulary growth (Cunningham and Stanovich 2003; Stahl and Nagy 2006). Because most children in grade one are not yet able to read independently text that is sufficiently sophisticated to expand language, it is critical that teachers continue to read aloud to children from a range of literary and informational text. Reading aloud occurs daily with the entire class and small groups. It occurs in every content area.

Because most children in grade one are not yet able to read independently text that is sufficiently sophisticated to expand language, it is critical that teachers continue to read aloud to children from a range of literary and informational text.

As they read aloud (and sometimes before they read aloud), teachers provide child-friendly definitions of selected unknown words. The definitions are stated in terms children understand and are often accompanied by several examples of usage. For example, before reading *Balloons Over Broadway: The True Story of the Puppeteer of Macy’s Parade* by Melissa Sweet (2011), teachers may introduce the word *marionette*, the meaning of which is important in the story. They pronounce the word carefully, perhaps writing it on a chart and drawing a quick sketch, and tell what it means and how it would be used in a sentence. If possible, they share an actual marionette.

Teachers also provide instruction on how to make sense of unknown words while reading. They teach children that both context (including images) and examination of word parts may support them in gaining meaning. For example, in *Pop! The Invention of Bubble Gum* by Meghan McCarthy (2010), the primary character is described as “a young accountant.” Teachers direct children to the sentence



that follows the term and ask what it suggests about the meaning of the word: “His job was to add numbers and balance budgets.” In *Harvesting Hope: The Story of Cesar Chavez*, author Kathleen Krull (2003) writes that Chavez experienced “homesickness” when he and his family left their home state of Arizona in search of work. Teachers instruct children to use their knowledge of the parts of the word to consider its meaning. Teachers ask questions that prompt children’s use of new vocabulary (“Tell your partner how Chavez felt and why he felt that way. How do we know?”). Strategies for gaining word meanings are explicitly taught (L.1.4).

This comprehensive approach to vocabulary instruction—wide reading, intentional and explicit instruction in specific words and in word learning strategies, and building word consciousness—is important for all children and critical for EL children’s vocabulary development.

Teachers also ensure that they create word-conscious environments to pique children’s interest in words. They talk about word origins and draw attention to interesting words. They highlight the relationships among words (e.g., *word, reword, wordy; final, finally, finalized*), including words from different languages (i.e., cognates such as *different* and *diferente*).

This comprehensive approach to vocabulary instruction—wide reading, intentional and explicit instruction in specific words and in word learning strategies, and building word consciousness—is important for all children and critical for EL children’s vocabulary development (see August, Carlo, Dressler, and Snow 2005; Baumann and Kame’enui 2004; Graves 2000, 2006, 2009; Stahl and Nagy 2006). One of these components, intentional and explicit instruction in

specific words, when combined with teacher read alouds of sophisticated texts, has been shown to expand EL students’ vocabularies and improve their reading comprehension. This approach includes selecting words carefully for instruction from high-quality text, providing rich explanations of words, providing opportunities for word play, and developing deep knowledge of words over time (Collins 2005; Robbins and Ehri 1994; Sénéchal, Thomas, and Monker 1995; Silverman 2007; Spycher 2009).

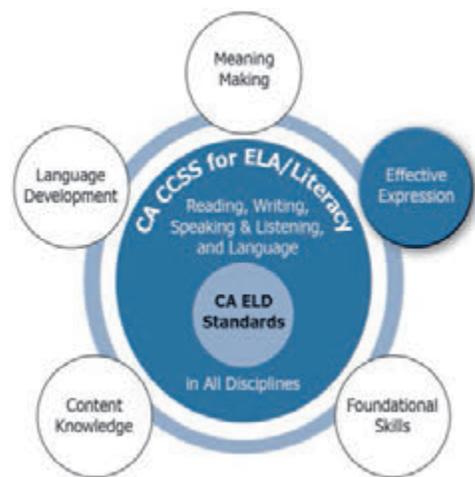
Effective Expression

In grade one, children make progress toward expressing themselves effectively as they write, discuss, and present their ideas and knowledge to others. They continue to expand their command of written and spoken language conventions.

Writing

Children progress considerably in their writing, both in terms of substance (including organization and style) and mechanics during grade one. They have daily opportunities to write with their teacher, their peers, and on their own for a variety of purposes and in a variety of contexts. They write in learning and literature response journals. They write messages to others. They write directions for visitors. They write lists of ways to improve the playground.

Children learn to reflect on the effectiveness of their own and others’ writing as they share their written work. Some selections are revised after feedback from the teacher or peers (W.1.5). Some are published, such as when each child contributes a page produced digitally to a class book. Children engage deeply with a number of texts, use language to communicate with peers, and problem solve as they pursue research topics and present in writing what they learned (W.1.7).



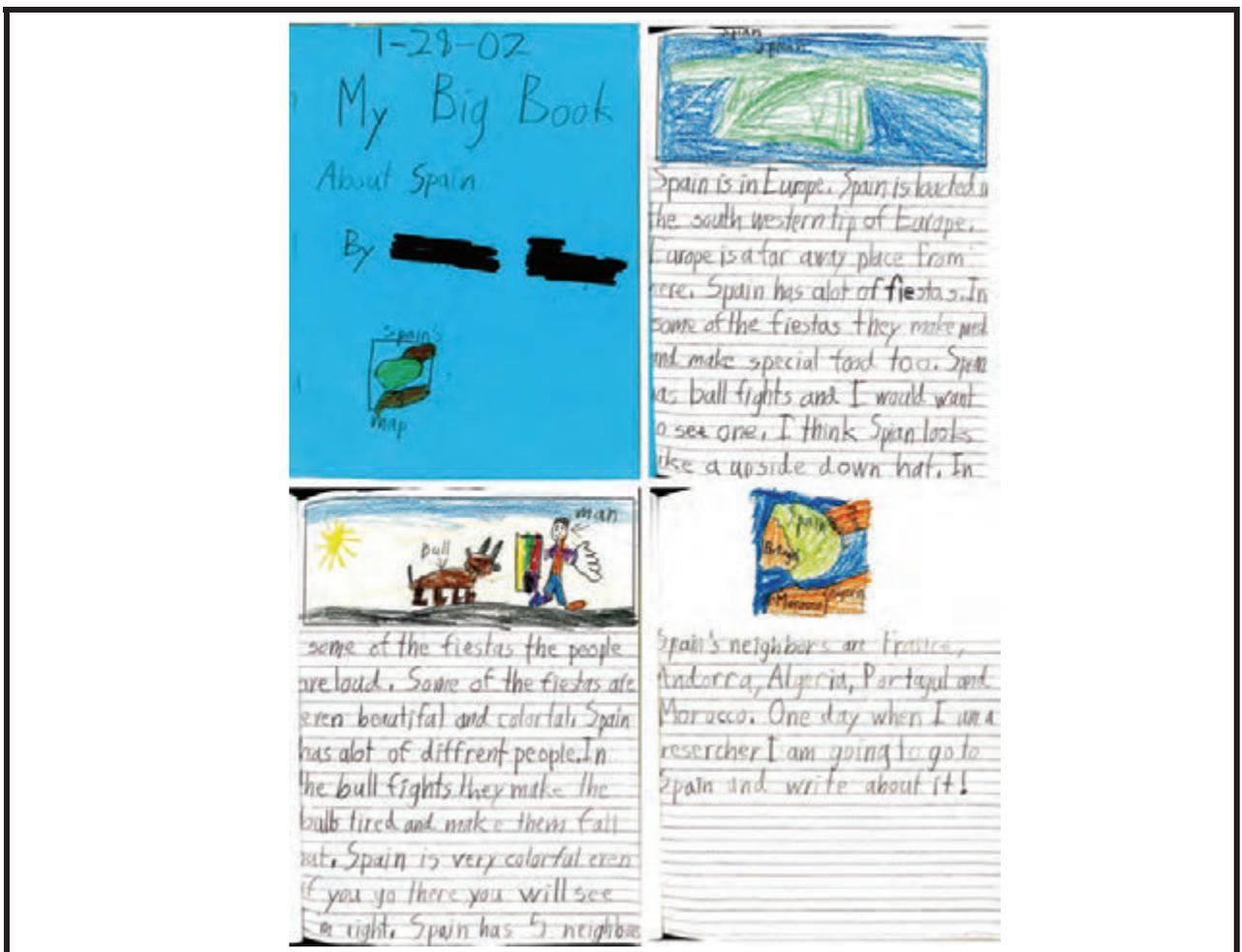
In grade one, children write opinion pieces, informative/explanatory texts, and narratives. To meet grade-level expectations for opinion pieces, such as responses to literature, children learn to state an opinion and provide a reason and some sense of closure (W.1.1). Informative/explanatory writing includes a topic, some facts, and a sense of closure (W.1.2). Narratives recount two or more sequenced events, include use of temporal words to signal event order, and provide some sense of closure (W.1.3). Children work collaboratively with peers and participate in shared research and writing projects, which include the use of a variety of digital tools to edit and publish their work (W.1.6–7). Writing occurs in relation to text and topics under study.

Children are provided and discuss many models of writing, including the texts they are read, those they begin to read on their own or with others, and those written by and with the teacher as well as those written by peers.

Children are provided and discuss many models of writing, including the texts they are read, those they begin to read on their own or with others, and those written by and with the teacher as well as those written by peers. They attend to and discuss word choice and sentence structures.

Figure 3.29 displays a well-developed informational text written by a first grader (NGA/CCSSO 2010b: Appendix C, 11). It reveals the child's command over certain conventions, ability to organize information, and, importantly, knowledge of the topic, including relevant vocabulary.

Figure 3.29. Grade One Writing Sample



Annotation

The writer of this piece:

- Names the topic (in the title).
 - *My Big Book About Spain*
- Supplies some facts about the topic.
 - *Spain is loacted (located) in the south western tip of Europe.*
 - *Spain has alot of fiestas.*
 - *Spain . . . has bull fights*
 - *Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco.*
- Provides some sense of closure.
 - *One day when I am a researcher I am going to go to Spain and write about it!*
- Demonstrates command of some of the conventions of standard written English.

This piece illustrates the writer's awareness of beginning-of-sentence capitalization and end-of-sentence punctuation as well as the use of capital letters for proper nouns.

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers.
2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C*, 11-12. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Teachers carefully examine students' writing to determine achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work. Teachers of EL children also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

Discussing

As in all grades, text interactions and other learning experiences (e.g., science investigations, research projects, skill instruction in dance, concept development in mathematics) are surrounded with discussions. Children converse with one another in pairs and small groups, and they participate in large group discussions led by the teacher before, during, and after engaging with texts and topics. These discussions contribute to meaning making and language development, and they broaden children's exposure to a range of perspectives.

For children to express themselves effectively in discussion, teachers provide explicit instruction and guidance in discussion behaviors and skills. They talk about discussion norms (e.g., giving and taking the floor, respecting others' contributions, listening actively), and they provide children with daily opportunities to engage in discussion in a variety of configurations. See the overview of the span and the transitional kindergarten and kindergarten sections of this chapter for guidance on supporting children's progress in collaborative conversations.

Special emphases in discussion in grade one include building on the comments of others (SL.1.1b) and asking questions to clear up any confusion about topics and texts under discussion or to gather additional information (SL.1.1c, SL.1.3). Initially, teachers model these discussion behaviors, provide explicit examples, and talk about them. They promote children's building on one another's comments and requesting clarification or additional information with questions and prompts such as those in figure 3.30. Eventually, children employ these conversational behaviors without direct prompting. Grade one students also learn to give, restate, and follow two-step directions (SL.1.2a).

As in all grades, text interactions and other learning experiences (e.g., science investigations, research projects, skill instruction in dance, concept development in mathematics) are surrounded with discussions.

Figure 3.30. Questions and Sentence Starters to Promote Responses to and Building on the Comments of Others

Questions	Sentence Starters
<ul style="list-style-type: none"> • How would you like to respond to Melissa's comment? • Can someone add to Raphael's point? • Let's take that a little further. Tell a neighbor more about what Idris just said. • Can someone add a few details to Phyllis's summary? • What does Clarence's idea make you think? • What would you ask Tom to clarify? • What would you like Betsy to say more about? 	<ul style="list-style-type: none"> • I have this to say about Josh's comment: _____. • I would like to add _____. • Talia said _____, and I agree because _____. • Someone who disagrees might say _____. • Another reason is _____. • Ruth's comment was interesting because _____. • What he said was important because _____. • I don't understand _____. • I'd like to know more about _____. • Please explain _____.

Children are also given specific tasks to address in small groups. For example, they discuss how to improve playground cleanup, how to reorganize the classroom furniture for more space for independent activities, when to best schedule quiet reading time during the day, where to store art supplies, or how to care for the class garden on weekends. When confronted with a class conflict, teachers ask children to talk in small groups to identify and discuss at least three solutions to the issue.

It is crucial that all children learn how to engage in discussions and, importantly, that they feel welcome to contribute. Teachers play a critical role in ensuring that both of these happen. Formative assessment, in the form of close observation, informs teachers' decisions for in-the-moment scaffolding as well as their plans for subsequent instruction.

It is crucial that all children learn how to engage in discussions and, importantly, that they feel welcome to contribute. Teachers play a critical role in ensuring that both of these happen.

Presenting

In grade one, children have many opportunities to present their opinions, stories, and knowledge to others. Some presentations require more planning and rehearsal than others. Some presentations are collaborative and some are individual. Teachers ensure that students have adequate background knowledge and vocabulary to present ideas and information effectively. They provide instruction and demonstrate effective presentations themselves, and they debrief with children, as appropriate. Presenting in grade one takes many forms, including:

- Showing and telling (see the kindergarten section)
- Retelling a familiar story
- Explaining how to perform a task
- Sharing with others a group experience
- "Reading" a wordless picture book
- Reporting the outcome of a research project

- Reciting, with expression, poems and rhymes that have been memorized (SL.1.4a)
- Singing, with expression, songs that have been memorized (SL.4a)

Drawings and other visual displays are included as appropriate to clarify ideas, thoughts, and feelings (SL.1.5). Audiences vary, most often including peers. However, children have opportunities to present for family and community members. Some presentations are video or audio recorded and shared with audiences well beyond the local region. Presentations in English and the primary languages of the children are encouraged.

Using Language Conventions

The use of language conventions contributes to effective expression. In grade one, children learn many grammatical and usage conventions for writing and speaking (L.1.1a-j) and they learn grade-level capitalization, punctuation, and spelling conventions when writing (L.1.2). Conventions are taught explicitly, and children have immediate opportunities to apply their knowledge in meaningful writing and speaking. They also find the application of written conventions in the texts they read. They learn that conventions enable better communication.

As they [students] learn to spell, encoding language contributes to decoding skills. These reciprocal processes are taught in tandem to optimize development of both.

Spelling is an important component of the ELA/literacy program. Children learn to employ their increasing knowledge of the alphabetic system to record their ideas. As

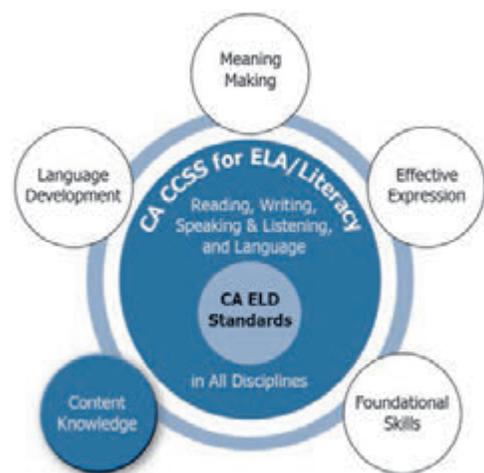
they learn to spell, encoding language contributes to decoding skills. These reciprocal processes are taught in tandem to optimize development of both. In subsequent grades, the emphasis in spelling instruction shifts from a phonological approach to a morphological approach.

In grade one, many children spell phonetically. (See the discussion of spelling development in the overview of the span in chapter 4 of this *ELA/ELD Framework*.) They use their growing knowledge of letter-sound and spelling-sound correspondences along with their developing phonemic awareness to map sounds to print. Invented spellings are typical; children record the sounds they hear in words, writing *duk* for *duck* and *frnd* for *friend*. This is a productive time as children gain insight into the logic of the alphabetic system. Instruction focuses on drawing the connections between decoding and phonological awareness. Children use letter tiles to construct spoken words. They learn common spelling patterns along with high-frequency irregularly spelled words. Grade one teachers witness the impact of their instruction as children progress from prephonetic/emergent spelling to phonetic spelling to largely accurate use of spelling patterns in single-syllable words. (See figure 4.8 in chapter 4 for a description of spelling stages.)

Content Knowledge

The importance of content knowledge is discussed throughout this framework. Grade one children are provided rich content instruction that deepens their knowledge of the world; expands their language; familiarizes them with diverse ways of thinking about, pursuing, and expressing information; and ignites their interests. Content knowledge is built through excellent subject matter instruction (which includes hands-on experiences, investigations, demonstrations, and discussions) as well as through wide reading, rich interactions with informational text, and engagement in research projects.

Wide reading is promoted and facilitated. Wide reading occurs through teacher read alouds and, as children become



skilled with decoding and word recognition, through independent reading. Informational texts represent about half of the texts in the curricula. They are selected for read alouds, large and small group reading instruction, and independent reading. Informational texts used in grade one reflect and expand children’s interests and experiences, and they are carefully chosen to support content area standards. (See also chapter 2 in this *ELA/ELD Framework* for a discussion of wide and independent reading.)

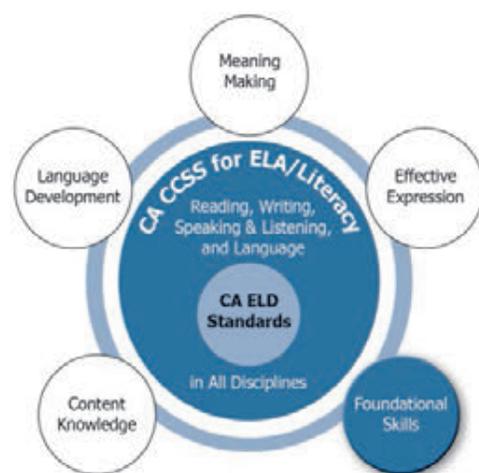
Research projects are an important part of building content knowledge. Children pursue questions and gather relevant information.

Research projects are an important part of building content knowledge. Children pursue questions and gather relevant information. They interview knowledgeable others, explore texts, and, with guidance, engage in Internet searches. They participate in hands-on investigations and keep records in journals, including diagrams, lists, findings, and more questions. Research is a powerful way to integrate many of the CA CCSS for ELA/Literacy. The CA Model School Library Standards (CDE 2010) and the CA ELD Standards amplify and highlight many of the skills demanded by research.

Foundational Skills

In grade one, children advance significantly in their phonological awareness, basic decoding and word recognition skills, and fluency. They learn to decode and recognize an increasing number of words accurately and automatically, and they have many opportunities to practice using their skills.

First grade ELs can and should develop foundational reading skills at the same pace as their non-EL peers. However, teachers assess children’s knowledge both in English and the primary language in order to provide appropriate instruction. Figure 3.11 in the overview of the span of this chapter offers guidance on considerations for using the CA CCSS foundational reading skills with EL children.



Print Concepts

In kindergarten, children developed many print concepts. In grade one, they learn the distinguishing features of a sentence, such as first word capitalization and ending punctuation. These concepts are taught explicitly, and attention is drawn to them in texts they read. Furthermore, they employ these concepts in their own writing.

Phonological Awareness

Children made great strides in their development of phonological awareness in kindergarten. In grade one, they accomplish the remaining phonological awareness standards (RF.1.2a–d) displayed in figure 3.31.

Figure 3.31. Grade One Standards in Phonological Awareness with Examples

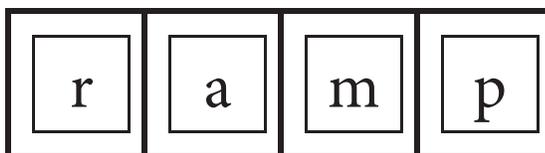
Standard 2	Example
a. Distinguish long from short vowel sounds in spoken single-syllable words.	They say that <i>tape</i> and <i>tap</i> are different words when they hear them spoken.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	They say <i>stop</i> when asked to blend the orally presented phonemes /s/-/t/-/ɒ/-/p/.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	They say /f/ when asked the first phoneme in the orally presented word <i>food</i> . They say /ɒ/ when asked the medial phoneme in the orally presented word <i>dog</i> . They say /t/ when asked the final phoneme in the word <i>hot</i> . [Note: Isolating the medial vowel is more difficult than isolating the initial or final phonemes and generally is addressed after children successfully isolate initial and final phonemes.]
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	They say /f/-/r/-/ɒ/-/g/ when asked to say all the sounds in order (segment) in the spoken word <i>frog</i> .

As noted previously, phonological awareness is an exceptionally important understanding—one that contributes to children’s ability to gain independence with the alphabetic code. Some children achieve phonological awareness prior to grade one and require little instruction in the grade level; their time is better spent engaged in other learning experiences. Other children require quite a bit of instruction. Because children who experience difficulty with phonological awareness are likely to have difficulty becoming independent readers and writers, assessment is crucial and should be followed by appropriate additional, highly targeted instruction.

In grade one, phonemic awareness instruction is tied closely to decoding. Children use letters to represent the sounds comprised by words they hear. They may use Elkonin boxes to segment words into phonemes, but rather than using blank chips, children place letter cards or tiles in the boxes to represent each sound in a spoken word. (See figure 3.32.) The class environment continues to support phonological play as children recite and compose poems and songs that manipulate sounds and listen to and interact with books that prominently feature play with phonemes. The phonological characteristics are explicitly discussed. (See previous sections on phonological awareness in this chapter.)

Because children who experience difficulty with phonological awareness are likely to have difficulty becoming independent readers and writers, assessment is crucial and should be followed by appropriate additional, highly targeted instruction.

Figure 3.32. An Elkonin Box with Letter Tiles



Children experiencing difficulty with phonological awareness are provided additional or intensified instruction because this insight is crucial for reading and writing development. As noted previously, a careful progression of instruction is important. Two- and three-phoneme words containing continuous sounds (such as *as* and *man*) are typically easier to blend and segment than words containing noncontinuous sounds (such as *tap* and *bug*). Children experiencing difficulty benefit from explicit attention to the manner and place of articulation of sounds. Thus, using mirrors to observe how different sounds are made by the mouth, followed by an explicit discussion, can be a productive approach. Differentiated instruction is crucial and should move from what children know to what they still need to learn.

Phonics and Word Recognition

In terms of decoding and word recognition, children entering grade one ideally possess two critical skills: (1) a developing understanding of the phonological basis of spoken language, and (2) knowledge of letter-sound correspondences. Some children combine the two skills intuitively. They use their awareness of sounds in spoken words with their knowledge of letter-sound correspondences to identify and blend the sounds represented in a printed word, and thus, generate a word. A priority of grade one instruction is for children to develop the alphabetic insight and use that insight and accompanying skills to decode words independently and, with practice, automatically. Decoding is essential to reading unfamiliar words and is a critical benchmark in a child's reading development.

Decoding instruction in grade one:

- Ensures children can blend sounds to generate words
- Progresses systematically from simple word types (e.g., consonant-vowel-consonant), word lengths (e.g., number of phonemes), and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words
- Includes explicit modeling at each of the fundamental stages (e.g., associating letters with the sounds they represent, blending sounds to generate whole words)
- Sequences words strategically to incorporate knowledge of letter-sound and spelling-sound correspondences
- Provides practice in controlled connected text in which children apply their newly learned skills successfully (i.e., decodable text)
- Includes repeated opportunities to read words in contexts in which children apply their knowledge of letter-sound and spelling-sound correspondences and which leads to automaticity with words
- Teaches necessary sight words to make more interesting text accessible

As noted previously, instruction in phonics and word recognition is carefully sequenced so less complex understandings precede more complex ones and new learning is built upon previously acquired knowledge. Furthermore, it is paced in accordance with individual students' progress.

One technique for facilitating children's command of the alphabetic principle is to engage them in building words, which directs their attention to each grapheme in a word. Notably, it is not uncommon for children who experience difficulty with decoding to demonstrate accurate decoding of the initial

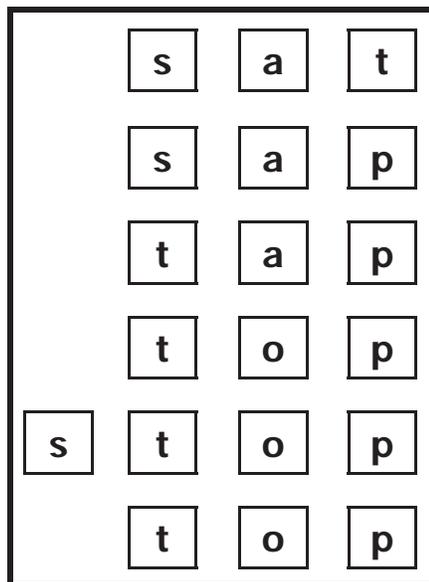
sound in a printed word but not the subsequent vowel(s) and consonant(s) (McCandliss, and others 2003). Word building helps move children from *partial alphabetic decoding* to *full alphabetic decoding* (Ehri 2005), which research indicates “plays a central role in the development of effective and efficient word recognition skills” (McCandliss, and others 2003, 102). Supporting full alphabetic decoding is crucial in the primary grades; that is, developing readers are taught to attend to all the letters and letter patterns as they decode previously unencountered words. The words and spellings addressed in word-building activities progress systematically, but they may vary depending upon each child’s knowledge and the grade-level standards. Thus, the activity is most appropriately used with individuals or small groups of children who have the similar skills.

Supporting full alphabetic decoding is crucial in the primary grades; that is, developing readers are taught to attend to all the letters and letter patterns as they decode previously unencountered words.

Word building entails the use of selected letter cards or other manipulatives (e.g., plastic letters or letter tiles), from a small pool of letter, to build a word. The children are told the word to form with the letters. After the word is built accurately, the word is read aloud. Then, the teacher directs the children to insert, delete, or replace one letter in the word with a specified letter from the set of cards (e.g., “Replace the letter *p* at the end of the word you built with the letter *t*.”). The children read aloud the new word. If the word is not read accurately, the teacher encourages additional attempts and provides scaffolding to ensure accuracy. The process of changing the word and reading the resulting new word continues. Letters in different positions

are changed; in other words, sometimes the first letter is changed, sometimes a medial letter is changed, and sometimes a final letter is changed. In addition, the same letter is used in different positions in the word building progression; for example, *p* may be used in the initial position of one word and in the final position of another in the progression.

McCandliss, and others (2003, 84) share the following example of a progression of word transformations:



The sequence continues as follows: tot → pot → pat → sat → spat → pats → past → pat → pot → top → stop.

Over time, word building progressions targets more difficult letter-sound and spelling-sound combinations and word forms, including words with common vowel teams and consonant digraphs. (See also Spear-Swerling 2011 for a discussion and Cunningham and Hall 2001, 2008, for variations on word building.)

Grade one instruction in word recognition includes teaching high-frequency irregular words systematically. Words with high utility are selected and used judiciously in early reading. Teachers point out irregularities while focusing children's attention on all letters and letter combinations in the word and provide repeated practice.

Grade one instruction in word recognition includes teaching high-frequency irregular words systematically. Words with high utility are selected and used judiciously in early reading. Teachers point out irregularities while focusing children's attention on all letters and letter combinations in the word and provide repeated practice. The number of irregular words introduced is controlled so that the children are not overwhelmed, and previously introduced words are reviewed daily. High-frequency irregular words (e.g., *was, said, they, there*), often confused by young children, are strategically separated for initial instruction. Formative assessment is important to determine the appropriate pace

of introducing new words and the amount of review necessary for individual children. Careful record-keeping of children's accuracy informs subsequent instruction.

Instruction in word families and word patterns (i.e., reading orthographic units of text, such as *at, sat, fat, rat*, sometimes referred to as *phonograms*) begins after children have learned the letter-sound correspondences in the unit (Ehri and McCormick 1998). Teaching children to process larger highly represented patterns increases fluency in word recognition. However, the instruction is carefully coordinated and builds on knowledge gained from instruction in letter-sound correspondences and phoneme blending. A different path is followed by students who are deaf and hard of hearing and do not have complete access to the letter-sound correspondences of English. American Sign Language, fingerspelling, reading, and writing skills are interwoven for students who are deaf. The merging of these skills enables the development of the alphabetic principle (Visual Language and Visual Learning Science of Learning Center 2010).

Children practice their increasing knowledge of the code with decodable text, which serves as an important intermediary step between initial skill acquisition and the children's ability to read quality trade books. (See the discussion of decodable text in the overview of the span of this chapter.) Decodable text gives children the opportunity to apply word analysis skills rather than simply reconstruct text they have memorized.

By the end of grade one, children know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text (RF.1.3a–g), see figure 3.33. See figure 3.34 for guidance on one way to teach children to blend printed words.

Teaching children to process larger highly represented patterns increases fluency in word recognition. However, the instruction is carefully coordinated and builds on knowledge gained from instruction in letter-sound correspondences and phoneme blending.

Figure 3.33. Grade One Standards in Phonics and Word Recognition with Examples

Standard 3	Example
a. Know the spelling-sound correspondences for common consonant digraphs.	When children see the printed letter <i>sh</i> , they indicate that it represents the sound /sh/. When they hear the sound /sh/, they identify the letter combination that represents it. Additional consonant digraphs are <i>th</i> , <i>wh</i> , <i>kn</i> , <i>wr</i> , <i>ph</i> .
b. Decode regularly spelled one-syllable words.	When children see the written word <i>dog</i> (CVC pattern), they use their knowledge of letter-sound and spelling-sound correspondences to say and blend the sounds to pronounce the word. Other regularly spelled one-syllable word patterns include VC (<i>if</i>), VCC (<i>ask</i>), CVCC (<i>fast</i>), CCVC (<i>drop</i>).
c. Know final -e and common vowel team conventions for representing long vowel sounds.	When children see the written word <i>hide</i> , they use their knowledge that -e generally indicates that the preceding vowel is long and pronounce the word. They also know other common vowel teams that represent long vowels, such as ai (<i>rain</i>), ea (<i>eat</i>), ee (<i>feet</i>), oa (<i>boat</i>).
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	When they see the written word <i>catsup</i> , they identify the two vowel sounds, /ă/ and /ŭ/, and indicate that the word has two syllables. They use that knowledge to decode the word.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	When children see the word <i>before</i> , they identify the two syllables and use their knowledge that the first syllable is open so the vowel is pronounced with the long sound and the second syllable has a final -e so the preceding vowel is pronounced with the long sound.
f. Read words with inflectional endings.	When children see the written word <i>playing</i> , they recognize the base word and the ending and pronounce the word. Other common inflectional endings are <i>-est</i> , <i>-ed</i> .
g. Recognize and read grade-appropriate irregularly spelled words.	When children see the printed word <i>once</i> , they quickly and accurately pronounce it.

Figure 3.34. Blending Sounds in Printed Words in Grade One

Prior learning

Screening and formative assessment are crucial to ensure children have the necessary skills and knowledge for participating in the lesson.

- Children know the letter-sound correspondences for the letters in the target words.
- Children can blend spoken sounds into spoken words.
- Children know that some sounds can be elongated without distortion (that is, vowels and continuant consonants, such as /m/ and /f/) and that others must be pronounced more quickly to avoid distortion (such as /p/, /b/, and /g/, which if elongated become /puh/, /buh/, and /guh/).
- The words used are in the children's oral vocabulary.
- Children have learned to blend two-and three-phoneme printed words, such as *no* and *sun*.

Considerations

Assessment provides information regarding important considerations.

- English learners should have been taught in advance any phonemes being used that are not in their primary language.
- Some grade one children do not need blending instruction. Instructional time should not be taken to address a skill they already possess (in English or in a different language). Assessment is crucial.
- Some children learn words by sight very quickly, yet they may not have the skills to decode previously unencountered words. Assessment is crucial.

***Model**

Print the word *slam* on the board. Say: *Today I am going to show you how to sound out words with four letters. Watch me blend the sounds these letters represent.* Point just to the left of *slam* and say: *I will blend this word.* Formative in-the-moment assessment provides the teacher with information necessary to determine whether to continue, scaffold, or alter the lesson.

1. Move your finger to the letter *s*, say: /sss/. *I'm going to keep saying this sound until I point to the next letter.*
2. Keep saying /sss/. Slide your finger from the letter *s* to the letter *l*. Pointing to the letter *l*, say: /lll/.
3. Keep saying /lll/. Slide your finger from the letter *l* to the letter *a*. Pointing to the letter *a*, say: /aaa/.
4. Keep saying /aaa/. Slide your finger to the letter *m*. Pointing to the letter *m*, say: /mmm/.
5. Lift your finger and point just to the left of the word *slam* and say: *Now watch as I read the whole word.* Then quickly sweep with your finger under the whole word and say *slam*. Say: *To slam a door means "to shut it hard." When you slam a door, it usually makes a loud noise. Slam!*
6. Model additional examples, using words that begin continuant sounds, such as *frog*. Stop (that is, noncontinuant) sounds may be in the final position.

***Lead (Guided Practice)**

Print the word *flat* on the board. Say: *Now I am going to lead you in sounding out words. You're going to sound out some words along with me. Remember, we'll keep saying a sound until I point to the next letter.* Point just to the left of *flat* and say: *Let's blend this word.* Formative in-the-moment assessment provides the teacher with information necessary to determine whether to continue, scaffold, or alter the lesson.

1. Move your finger to the letter *f* for one or two seconds and have students respond along with you: /fff/.
2. Keep saying /fff/ with the students. Slide your finger from the letter *f* to the letter *l*. Point to the letter *l* for one or two seconds and have student respond along with you: /lll/.
3. Keep saying /lll/ with the students. Slide your finger from the letter *l* to the letter *a*. Point to the letter *a* for one or two seconds and have students respond along with you: /aaa/.

4. Keep saying /aaa/ with the students. Slide your finger from the letter *a* to the letter *t*. Point to the letter *t* for only an instant and have students respond along with you: /t/.
5. Point just to the left of the word *flat* and say: *Let's read this word.* With your finger, sweep quickly under the word as you lead students in saying the whole word: *flat*.
6. Provide additional guided practice as appropriate.

***Check**

Print the word flag on the board. Say: *Now I am going to lead you in sounding out words. You're going to sound out some words along with me. Remember, we'll keep saying a sound until I point to the next letter.* Point just to the left of flag and say: *Let's blend this word.* Formative in-the-moment assessment provides the teacher with information necessary to determine whether to continue, scaffold, or alter the lesson.

1. Move your finger to the letter *f* for one or two seconds to signal students to say and continue to say the sound for the letter *f*. (/fff/) Nod or provide corrective feedback as necessary.
2. Slide your finger from the letter *f* to the letter *l*. Point to the letter *l* for one or two seconds to signal students to say and continue to say the sound for the letter *l*. (/lll/) Nod or provide corrective feedback as appropriate.
3. Slide your finger from the letter *l* to the letter *a*. Point to the letter *a* for one or two seconds to signal students to say and continue to say the sound for the letter *a*. (/aaa/). Nod or provide corrective feedback as appropriate.
4. Slide your finger to the letter *g*. Point to the letter *g* for only an instant to signal students to say the sound for the letter *g*. (/g/) Nod or provide corrective feedback.
5. Lift your finger and point just to the left of the word flag. Quickly sweep your finger under the word to signal students to respond by saying the whole word. Provide feedback and ask students to point to the flag displayed in the classroom.
6. Repeat the routine with additional words.

Follow-Up (in the same or subsequent lessons after students have demonstrated success)

- Use more difficult sound order or combinations, such as words beginning with stop sounds.
- Demonstrate blending "in your head." Print several words on the board. Slide your finger from letter to letter, whispering or mouthing the sounds, elongating those that can be elongated without distortion. Then return your finger just to the left of the word and quickly sweep it under and say aloud the whole word. Model the process, lead the students to join you (whispering or mouthing sounds, then saying the word), and finally have students blend a word in their heads as you (or individuals) point.
- Have the students print orally presented words (thus shifting from decoding to encoding). Use the same words from the lesson or new words that contain the same sound-letter correspondences.

Source

*These sections are adapted from
 Honig, Bill, Linda Diamond, and Linda Gutlohn. 2013. *Teaching Reading Sourcebook*. Novato, CA: Arena Press.

Fluency

Grade one children learn to read aloud fluently in a manner that resembles natural speech. Although important in its own right, fluency has significant implications for comprehension. If children are not fluent, automatic decoders, they spend so much mental energy decoding words that they have little energy left for comprehension (Stanovich 1994). Comprehension clearly involves more than fluent word recognition but is dependent on fluent word recognition (Shanahan, and others 2010).

Automaticity, the ability to recognize a word effortlessly and rapidly, comes with skill development (as children learn letter-sound and spelling-sound correspondences and how to blend sounds to form words) and practice.

One technique for increasing fluency involves repeated readings of the same text to develop familiarity and automaticity (National Reading Panel 2000; Samuels 1979). Rereadings, however, should be purposeful, such as when children prepare for a performance. In grade one children:

- Read on-level text with purpose and understanding
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Attention to rate (but not racing) is essential because rate reflects automaticity. However, as noted previously, grade-one teachers need to ensure that students become skilled at full alphabetic decoding (that is, not just looking at the initial and final parts of a word to identify it, which is partial alphabetic decoding). Although this may result in slowing reading temporarily (in other words, rate may decrease), without careful attention to full alphabetic decoding, some children do not develop the skills they need for future reading and spelling. Teachers assess students' skills carefully with the goal for students to employ full alphabetic knowledge swiftly. Teachers determine whether children can do so, and if they cannot, teachers determine the reason and the appropriate actions to take.

When determining how fluently EL children read, it is critical to consider more than reading rate. English learners can be deceptively fast and accurate while reading aloud in English, but they may not fully comprehend the meaning of the text they are reading.

Fluency rates should be cautiously interpreted with all children. They are particularly difficult to apply to speakers of languages other than English and to students who are deaf and hard of hearing who use American Sign Language. When determining how fluently EL children read, it is critical to consider more than reading rate. English learners can be deceptively fast and accurate while reading aloud in English, but they may not fully comprehend the meaning of the text they are reading.

In addition, when EL children are learning to decode while also learning English as an additional language, common pronunciation or grammatical miscues that do not affect comprehension may sometimes occur. Teachers should use caution in interpreting miscues when assessing fluency, as they are a natural part of developing English as an additional language and may or may not be miscues in need of instructional attention. Pronunciation differences due to influences from the primary language, home dialect of English, or regional accent should not automatically be misunderstood as difficulty with decoding. A consistent focus on meaning making ensures that EL and other children attend to comprehension and not just speed. As with all children, decisions about fluency are not made solely on the basis of reading rate or accuracy.

An Integrated and Interdisciplinary Approach

As discussed in the overview of the span in this chapter, the CA CCSS for ELA/Literacy and the CA ELD Standards call for an integration of reading, writing, speaking, and listening. In addition, these two sets of standards are intended to live in every content area. Learning subject matter requires that students understand and use the language of the subject to comprehend, clarify, and communicate concepts. The following snapshots illustrate how the integration of the language arts among themselves and with other content areas occurs in grade one classrooms.

Snapshot 3.8. Examining a Table of Contents in Grade One

Before guiding a small group of first graders through reading an informational text, Miss Zielonka asks the children to examine the Table of Contents. She asks the children to think about the purpose of the table. What is in it? Why did the author include it? How does it assist readers? The children share their thoughts with a partner and then several offer their ideas to the group. Miss Zielonka acknowledges that the table informs readers of the categories of information in the text and she expresses interest in the topics the author has included. She comments on what she is most excited to learn about and asks the children if they already know about some of the topics. She provides each student with a sticky note to tag the page. With support, the children read the book, identifying and talking about the main ideas of the content at appropriate points. They pause at new sections and revisit the Table of Contents to confirm that the table matches the sections. Later, the children have time to explore other books in the classroom library. They discover that some books have Tables of Contents while others do not. They share their findings with one another. After further instruction, the children will write their own informational books on topics they have been researching. They will think about how to organize the information and will include headings and a Table of Contents, using the books they have explored as examples.

CA CCSS for ELA/Literacy: RI.1.2, 5; W.1.2, 4; SL.1.1, 2; L.1.1–3, 6

Snapshot 3.9. Teaching Science Vocabulary Integrated ELA, ELD, and Science in Grade One

After initial teaching that included child-friendly definitions at point-of-contact (while reading texts aloud to students or discussing science concepts), Mr. Rodriguez selects several domain-specific words from the students' ongoing study of life cycles for deeper exploration. One word he selects is *metamorphosis* because it represents a crucial concept in the content. He asks students to think about where they had heard the word during their study, and with his assistance, they recall that it was used in the book about caterpillars changing into moths and in the time-lapse video clip showing tadpoles becoming frogs. On large chart paper he draws a graphic known as a Frayer Model. He writes the target word in the center and labels the four quadrants. He reminds the students of the definition—it was one they had discussed many times—and asks them to share with a neighbor something they know about the concept after the recent few weeks of investigation. Next he records the definition generated with the children's assistance in one quadrant of the chart.

Mr. Rodriguez then asks students to reflect on their learning and offer some examples of animals that undergo metamorphosis, recording their contributions in the appropriate places on the chart. Importantly, he also asks for examples of animals that do not undergo metamorphosis, thus better supporting concept development. Finally, he supports the children in identifying some characteristics of metamorphosis. What does it entail? What are some important aspects of metamorphosis? As he asks each of these questions, he provides students with sufficient time to turn and talk in triads about their ideas. He supports his EL students' participation and engagement in the conversations with sentence frames (e.g., "One thing that's important about metamorphosis is ____.")

Snapshot 3.9. Teaching Science Vocabulary Integrated ELA, ELD, and Science in Grade One (cont.)

Mr. Rodriguez subsequently selects several additional words from the unit, ensuring that his selections are words relevant to the science unit that had been explicitly taught and used numerous times. These words included *cycle*, *mature*, and *develop*. The children worked in teams to create a Frayer Model for the term of their choice, using books and other materials for reference. Mr. Rodriguez encourages the children to use the “language frames for conversations” poster in the classroom, which has frames such as “I agree, and ____.” “I agree, but ____.” He tells the children that he expects their charts to be accurate and legible so that other students can understand and learn from them, and he also encourages them to include graphics and illustrations. Mr. Rodriguez circulates from one team to another, providing support as needed. He carefully observes his students with disabilities and the EL children to determine how they are interacting with the task and with others, providing strategic scaffolding based on their particular learning needs. Later, each team presents its chart to the larger group. The children stand at the front of the room, read the text on their chart aloud, provide elaboration on what they had written, and respond to questions and comments from their peers. The charts are displayed on the bulletin board for the duration of the unit of study so that the children can reference and begin to integrate the terms into their speaking and writing.

<p style="text-align: center;">Definition</p> <p>Metamorphosis is a major change in the bodies of certain animals as they become adults.</p>	<p style="text-align: center;">Characteristics</p> <ul style="list-style-type: none"> • the animal's physical appearance changes a lot • the animal's behaviors change • the animal's habitats need change
<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> • tadpoles to frogs • caterpillars to butterflies • larva to mosquitoes 	<p style="text-align: center;">Non-examples</p> <ul style="list-style-type: none"> • puppies to dogs • kittens to cats • chicks to hens • calves to cows • cubs to lions

CA CCSS for ELA/Literacy: L.1.1–2, 5; SL.1.1, 2, 4
CA ELD Standards: ELD.PI.1.1–3, 6, 9, 12b; ELD.PII.1.6
Related CA Next Generation Science Standards:
Performance Expectation
 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

English Language Development in Grade One

From their first days in grade one, EL children learn English, learn content knowledge through English, and learn about how English works.

From their first days in grade one, EL children learn English, learn content knowledge through English, and learn about how English works. English language development occurs throughout the day and across the disciplines (integrated ELD) and also during a time specifically designated for developing English based on EL students' language learning needs (designated ELD). Approaches to ELD vary depending on the program of instruction (e.g., mainstream English, alternative bilingual program). The CA ELD Standards serve as a guide for teachers to meet the English language development needs of their EL students and are used in tandem with the CA CCSS for ELA/Literacy, as well as other related content standards.

Most ELD instruction occurs throughout the school day through content instruction with integrated ELD. Designated ELD is a protected time during the regular school day when teachers work with EL children grouped by similar English language proficiency levels on critical language students need to develop in order to be successful in school. In designated ELD there is a strong emphasis on developing academic English. Designated ELD time is an opportunity to focus on and delve deeper into the linguistic resources of English that EL children need to engage with content, make meaning from it, and create oral and written texts in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time. However, the content focus is derived from other areas of the curricula.

The main instructional emphases in designated ELD are oral language development, including collaborative discussions, language awareness, and general academic and domain-specific vocabulary. However, other understandings about literary and informational texts enter into designated ELD instruction as well. During designated ELD children *discuss ideas and information* from ELA and other content areas using the language (e.g., vocabulary, grammatical structures) of those content areas and also *discuss the new language* they are learning to use.

For example, a teacher leads her students in a writing activity in which students write opinion pieces about a story they read during ELA. She structures a question in such a way as to promote the use of particular language (e.g., *Why did you enjoy this book? Why do you think other children would enjoy reading this book? Give three reasons.*). She provides support for children to discuss their ideas using new vocabulary and grammatical structures by giving them an open sentence frame (e.g., *I enjoyed this book because _____. Other children might enjoy this book because _____.*). During designated ELD, teachers ensure that EL students have the time and opportunity to discuss their ideas using new language that they need to fully engage in ELA and other content areas. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see the overview of the span in this chapter. See also the discussion in chapter 2 in this *ELA/ELD Framework*. Snapshots 3.9 and 3.10 provide brief glimpses of designated ELD instruction.

During designated ELD, teachers ensure that EL students have the time and opportunity to discuss their ideas using new language that they need to fully engage in ELA and other content areas.

Snapshot 3.10 describes how a teacher who teaches in English throughout the day uses designated ELD time to support EL children at different English language proficiency levels to fully access mathematical understandings and also develop the English language and literacy abilities needed to interact meaningfully with the math content.

Snapshot 3.10. Mathematical Word Problems Designated ELD Connected to Mathematics in Grade One

Mrs. Noguchi is teaching her students to explain their thinking when they solve mathematical word problems. She models how to do this while thinking aloud for her students as she solves word problems using her document camera. She draws figures with labels to make her thinking visible, and she identifies language in the word problems that reveals what kind of word problem it is (e.g., *how many are left*, *how many are there altogether*, *how many more*). She provides opportunities for her students to practice what she is modeling, and she has them work collaboratively to solve word problems with peers and explain to one another how they are solving the problems. She also has them draw and label to show visually how they solved the problems.

During designated ELD instruction, Mrs. Noguchi works with her EL students to help them understand and gain confidence using the language needed to explain their mathematical thinking. For example, she uses familiar word problems from mathematics instruction and guides the children to chart the words and phrases needed to solve and explain the problems (e.g., *add*, *subtract*, *total*, *in all*, *how many more*, *how many are left*). Using puppets, manipulatives, and small whiteboards, the students work in triads and take turns assuming the role of “math teacher.” They show their “students” how to solve the math problems as they *explain* how to solve them. She prompts the “teachers” to ask their “students” questions as they are explaining how to solve the problems so that they can practice using the terms in meaningful ways.

Mrs. Noguchi also prompts the children to provide good reasons for solving the problems the way they did. To support their explanations, she provides them with sentence frames tailored to the English language proficiency levels of her ELD groups. For example, when she works with children at the Emerging level of English language proficiency, to support them in explaining the sequence of their problem solving, she provides them with sentence frames containing sequencing terms (e.g., First, you _____. Then, you _____. Next, you _____). She provides ELs at the Expanding level with sentence frames that will promote more extended explanations of their thinking (e.g., First, you _____, because _____. After that, you have to _____ so you can see _____). As the children engage in the task, Mrs. Noguchi observes them and encourages them to use the mathematical terms and phrases (e.g., *subtract*, *how many altogether*) in their explanations.

During math time, Mrs. Noguchi encourages her students to use the new language they have been practicing in designated ELD, and she observes how they are using the language to express their mathematical understanding so that she can continue to tailor her ELD instruction to her students’ language learning needs.

CA ELD Standards: ELD.PI.1.1, 3, 5, 6, 11, 12b (Em); ELD.PI.1.1, 3, 5, 6, 11, 12b (Ex); ELD.PII.1.2 (Em); ELD.PII.K–1.2, 6 (Ex)

CA CCSS for ELA/Literacy: RI.1.1, 2; SL.1.2, 5, 6; L.1.4, 6

Snapshot 3.10. Mathematical Word Problems Designated ELD Connected to Mathematics in Grade One (cont.)

Related CA CCSS for Mathematics:

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

Snapshot 3.11 illustrates the support EL children at the Bridging level of English language proficiency receive during designated ELD to develop language needed to engage meaningfully with integrated ELA and social studies learning tasks.

Snapshot 3.11. Expanding Sentences and Building Vocabulary Designated ELD Connected to ELA/Social Studies in Grade One

In Social Studies, Mr. Dupont's class has been learning about how being a good citizen involves acting in certain ways. Through teacher read alouds of informational and literary texts (including stories and folktales), as well as viewing videos and other media, the children experience and identify examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history. Mr. Dupont takes care to emphasize American and international heroes that reflect his students' diverse backgrounds. He frequently asks the children to discuss their ideas and opinions in order to prepare them to write an opinion piece explaining why they admire a historical figure mentioned in one of the texts they have been reading.

Because Mr. Dupont's EL children are at the Bridging level of English language proficiency, during designated ELD he provides his students with extended opportunities to discuss their ideas and opinions, as he knows that this will support them later when writing down their ideas. He strategically targets particular language that he would like students to use in their opinion pieces by constructing sentence frames that contain specific vocabulary and grammatical structures that will enable his students to be more precise and detailed (e.g., My favorite hero is ___ because ___. ___ was *very courageous* when ___). He explains to the children how they can expand their ideas in different ways by adding information about where, when, how, and so forth. For example, he explains that instead of simply saying, "She worked on a farm," children could say, "She worked on a farm *in California*," or they could add even more detail and precision by saying, "She worked on a farm *in the central valley of California*." He provides his students with many opportunities to construct these expanded sentence structures as the students discuss the historical figures they are learning about and then write short summaries of their discussions at the end of each lesson. During these lessons, he encourages the children to refer to the texts they have previously read together and to cite evidence from them to support their ideas.

Snapshot 3.11. Expanding Sentences and Building Vocabulary Designated ELD Connected to ELA/Social Studies in Grade One (cont.)

Mr. Dupont also delves more deeply into some of the general academic and domain-specific vocabulary critical for discussing and writing opinions and ideas on the topic (e.g., *courage, determination, honesty*). He teaches the words explicitly, paying careful attention to the conceptual understanding of the terms, rather than merely providing short definitions. He structures opportunities for his students to engage in collaborative conversations in which they use several of the words in extended exchanges, and he supports the children to use the words accurately and appropriately by providing sentence frames that contain the words (e.g., I show responsibility when I _____. Honesty is important because _____).

Mr. Dupont thinks strategically about how oral language can serve as a bridge to written language in order to prepare his students for writing their opinion texts, and he observes his students during social studies and ELA to see how they are applying the language they are learning in designated ELD.

CA ELD Standards (Bridging): ELD.PI.K–1.1, 3, 6, 10, 12b; ELD.PII.K–1.4–5, 6

CA CCSS for ELA/Literacy: RI.1.1; SL.1.1, 4, 6; L.1.6

Related CA History–Social Science Standard:

1.5.1 Recognize the ways in which they are all a part of the same community; sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

Additional examples of designated ELD linked to different content areas, including one for dual language programs, are provided in the kindergarten grade-level section of this chapter.

ELA/Literacy and ELD in Action in Grade One

The research-based implications for ELA/Literacy and ELD instruction are outlined in this chapter in the overview of the span, and in chapter 2 of this *ELA/ELD Framework*. In the following section, detailed examples demonstrate implementation of the principles and practices discussed in this chapter. The examples are not intended to present the only approaches to teaching and learning. Rather, they are concrete illustrations of how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of immersing children in complex texts. Because young children’s listening comprehension generally outpaces their ability to read independently, teacher read alouds are of critical importance. (See the discussion of reading aloud earlier in this chapter. See also the discussion and figure 2.3 in chapter 2.) When teachers read aloud well-written literary and informational texts, they expose children to rich language (including vocabulary and complex grammatical structures), new ideas, and content knowledge children may not be able to access on their own through independent reading. Young children need many opportunities to discuss the texts teachers read aloud. These discussions about texts help build both content knowledge and oral language development, and they serve as a bridge to successful reading and writing. Teacher read alouds are of critical importance for EL children because school may be the

Teacher read alouds are of critical importance for EL children because school may be the only place where they engage in listening to and discussing texts read aloud in English.

only place where they engage in listening to and discussing texts read aloud in English. Teacher read alouds in both languages are crucial for biliteracy development in bilingual alternative programs.

Teachers read aloud both literary and informational texts. Reading aloud informational texts in core content areas (e.g., science, social studies) is essential for full literacy development as the content, text organization and structure, vocabulary, and types of grammatical structures used vary by content area. Teacher read alouds of informational science texts is linked to or embedded in rich science instruction, as children’s engagement with science practices and concepts enhances their ability to interact meaningfully with science informational texts.

Teacher read alouds require planning so that appropriate levels of scaffolding based on the needs of diverse learners can be provided. Teachers consider their students’ particular learning needs, carefully select and analyze books, and know when to incorporate particular tasks and scaffolding techniques. When planning lessons, teachers implement the principles and practices discussed in this chapter and throughout this *ELA/ELD Framework*. Lesson planning anticipates year-end and unit goals, is responsive to assessed needs, and incorporate the framing questions in figure 3.35.

Figure 3.35. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students’ English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in the preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

In vignette 3.5, the teacher guides her students' thinking about the science concepts presented in the text, and she provides them with opportunities to discuss the text in order to make meaning. She focuses on supporting students to identify the main idea of a section in a text, using textual evidence to support their ideas. She also guides students to pay closer attention to the language in the informational text she reads aloud and to use the language of the text as they express their understandings.

Vignette 3.5. Interactive Read Alouds with Informational Texts Integrated ELA, Literacy, and Science Instruction in Grade One

Background

Mrs. Fabian reads informational texts aloud to her students daily during integrated science and ELA instruction. She intentionally selects informational texts that are rich in content, engaging, and provide opportunities for students to discuss their ideas and develop academic language. Her class of 35 first graders includes 15 native English speakers and 20 EL children with several primary languages. Most of her EL students began the year at an Expanding level of English language proficiency and are comfortable with everyday English.

Lesson Context

During integrated science and ELA instruction, Mrs. Fabian is teaching her first graders about bees. Her goal for the end of the unit is for the children to write and illustrate their own informational texts, which will provide descriptions of bees (e.g., their anatomy, habitat, behavior) and explain how bees pollinate crops and why they are so important to humans. The children have listened actively to multiple informational texts on the topic and have asked and answered questions about them. They have also viewed videos and visited Web sites about bees and pollination, used magnifying lenses to view pollen on flowers in the school garden, observed (from a distance) bees pollinating flowers in the school garden, and acted out the process of pollination using models of bees and large flowers with "pollen" in them.

The class began generating a "bee word wall" with vocabulary from the informational texts and activities in the unit accompanied by illustrations and photographs. The words are grouped semantically. For example, the words describing bee anatomy (*head, thorax, abdomen, proboscis*) are presented as labels for an illustration of a bee's body. The class adds new terms as they progress through the unit. Mrs. Fabian, who is fluent in Spanish, strategically "code switches" between English and Spanish to scaffold understanding for her Spanish-speaking EL students. Whenever possible, she also supports her other ELs by using words that she has learned in their primary language.

Vignette 3.5. Interactive Read Alouds with Informational Texts Integrated ELA, Literacy, and Science Instruction in Grade One (cont.)

Lesson Excerpts

In today's lesson, Mrs. Fabian will be modeling how to read a section of the informational text closely. She will then guide students to discuss the content of the text using domain-specific vocabulary from the text. Her goal is not for students to know every fact from the passage but, rather, to focus their attention on what is most important and to think about how the author presents ideas. Her learning target and the clusters of CA CCSS for ELA/Literacy and CA ELD Standards in focus for the lesson are the following:

Learning Target: Students will identify the main topic of an informational text they listen to, using good reasons and evidence to support their ideas.

Primary CA CCSS for ELA/Literacy: *RI.1.2 – Identify the main topic and retell key details of a text; RI.1.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text; RI.1.7 – Use the illustrations and details in a text to describe its key ideas; W.1.7 – Participate in shared research and writing projects . . . ; SL.1.1 – Participate in collaborative conversations with diverse partners; SL.1.2 – Ask and answer questions about key details in a text read aloud . . . ; L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts . . .*

CA ELD Standards (Expanding): *ELD.PI.1 – Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions; ELD.PI.5 – Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support; ELD.PI.11 – Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content); ELD.PI.12b – Use a growing number of general academic and domain-specific words . . .*

Related CA Next Generation Science Standard:

1-LS1.A Structure and Function – All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. (http://www.nap.edu/openbook.php?record_id=13165&page=143)

Mrs. Fabian begins by *briefly* activating the children's background knowledge about bees and previewing the passage they will be reading closely.

Mrs. Fabian: Children, we've been learning a lot about bees lately. I'm going to give you one minute to take turns sharing with your partner at least three observations or facts about bees. If you both finish before the minute is up, you can share even more observations and facts.

The children quickly turn to their partners and animatedly share ideas, using the "bee word wall" as a reference. Mrs. Fabian listens to the conversations to determine which ideas students are expressing and how they are expressing them.

Vignette 3.5. Interactive Read Alouds with Informational Texts Integrated ELA, Literacy, and Science Instruction in Grade One (cont.)

Mrs. Fabian: Wow! I can tell you already know a lot about bees. Today, we are going to learn something new. We are going reread a couple of pages in one book we've been reading, *The Honeymakers*, by Gail Gibbons. As you listen, I'd like you to think about what the main idea is in this section. What is it mostly about?. (Reading from a passage mid-way through the book) "At each flower the forager bee collects nectar with her proboscis. She stores the nectar in a special part of her body called the crop, or honey stomach. This stomach is separate from her other stomach" (14).

As Mrs. Fabian reads these first three sentences in the passage, she points to the illustrations depicting some of the domain specific vocabulary (e.g., *proboscis*, *crop*). She briefly explains other vocabulary (e.g., *nectar*, or the sweet juice inside the flower) to make sure all students understand the text. While the children are familiar with this content because they have been learning about it in science, the language is still quite new for many of them. After she has read the third sentence, she stops and asks the children a question.

Mrs. Fabian: The author is giving us a lot of information here. What do you think the author means by "her other stomach?"

Tyler: I think it got two stomachs.

Mrs. Fabian: You think the bee has two stomachs? Can you say more about that?

Tyler: It said the bee puts the nectar in the stomach. In the honey stomach. And it said it's different from the other one.

Mrs. Fabian acknowledges that Tyler has inferred correctly and rereads the section aloud again.

Mrs. Fabian: So, let's go back to what I asked you to think about. What do you think this part of the book is *mostly* about? Think for a moment (pauses for several seconds). When you share your idea with your partner, use this sentence frame: This part is *mostly* about _____. Let's say that together.

After the children say the open sentence frame chorally with Mrs. Fabian, they use it to preface their ideas with partners, while Mrs. Fabian listens carefully. She notices that one of her EL students, Chue, has a good grasp on the main idea, and he has shared with his partner some evidence from the text to support it. A few other students are sharing their ideas but are still not quite sure about what the main idea from the passage is.

Mrs. Fabian: Chue, can you tell me what you shared with your partner?

Chue: I share that the part is *mostly* about the bees when they get nectar and they put it in the stomach. In the honey stomach.

Mrs. Fabian: Can you explain why you think that? What did the text say that makes you think that?

Chue: Because it talking about how the forager bee get nectar from the flower with the proboscis and then it put it in it stomach.

Vignette 3.5. Interactive Read Alouds with Informational Texts Integrated ELA, Literacy, and Science Instruction in Grade One (cont.)

Mrs. Fabian: That's good evidence that tells me what this section is mostly about. Children, listen carefully as I reread this part so that we can make sure we're getting the main idea (rereads the passage). Thumbs up or down everyone if you agree that this part is mostly about the bees collecting nectar and storing it in their honey stomachs.

Mrs. Fabian writes "bees collect nectar and store it in the honey stomach" on the chart next to her. As she reads the next part of the passage, she again points to the illustrations to draw attention to some of the words that are depicted in them (e.g., *pollen*, *pollen basket*) and she acts out some of the bee behavior that the passage describes (e.g., collect). The information in this part of the passage is relatively new for many of the children, so Mrs. Fabian asks another question to further promote their understanding and model how to read a text more closely.

Mrs. Fabian: "As she goes from flower to flower she comes in contact with a yellow powder called pollen. Some of the pollen is collected in little 'baskets' formed by the special hairs on her hind legs. As the forager bee collects nectar, she carries pollen from flower to flower. This process is called pollination." And down here, in this corner, it says, "This makes seeds to grow new plants" (Gibbons, 1997,14-15). Now, here's some pretty new information for us. This might be a little trickier than the last section we read, but let's try it. What do you think the main idea in this section is? And why do you think that? Think about the details.

Mrs. Fabian places the open book under the document camera so the children can refer to the illustrations and text as they discuss their ideas with partners. As she listens to her students, she observes that most of them say the part is mostly about pollen, while others suggest it is about "baskets" or "seeds." The children continue pointing to the illustrations as they discuss their understandings.

Mrs. Fabian: Inés, what do you think?

Inés: I think it's mostly about the pollen.

Mrs. Fabian: And can you explain more? Why do you think it's mostly about pollen?

Inés: Because it says that the bee gets pollen on its legs and then it goes to the flowers.

Mrs. Fabian: Okay, let's read that again. (Rereads the part.)

Inés: I think maybe it's about pollination?

Mrs. Fabian: That's a big word, isn't it? Let's all say that word together.

Children: (Chorally with Mrs. Fabian) Pollination.

Mrs. Fabian: And what makes you think that, Inés?

Inés: (Shrugging.)

Mrs. Fabian: Can someone add on to what Inés said? Brandon?

Brandon: It said that the bees get the pollen on their legs and then it goes to the flower. (Pauses.)

Mrs. Fabian: And then what happens?

Vignette 3.5. Interactive Read Alouds with Informational Texts Integrated ELA, Literacy, and Science Instruction in Grade One (cont.)

Brandon: And then it's called pollination. It makes seeds so the plants grow.

Mrs. Fabian: Oh, so what you're all saying is that the bee gets pollen on its legs, in its pollen baskets, and when it goes from flower to flower, it leaves pollen on the other flowers. And that's what helps the flowers make seeds so that they can grow plants. This process is what we call *pollination*.

Chue: We did that. When we had the flowers and the yellow powder – the pollen.

Mrs. Fabian: Yes, that's right, you acted out the process of pollination. Let's reread this part just to make sure we have the main idea right (rereads). Okay, so thumbs up or down if you think this part is mostly about the process of pollination.

Mrs. Fabian writes "the process of pollination" under "the bee collecting nectar." Rereading the passage again, she guides the students to tell her how she should label a drawing she has prepared in advance, which illustrates bee pollination (a bee going from flower to flower). Later, she will post the diagram on the "bee word wall." To wrap up the lesson, Mrs. Fabian models making an inference, guiding students to think a little more deeply about the text.

Mrs. Fabian: Hmm. I'm noticing something interesting here. First the author told us about the *bee collecting nectar*, and then she told us about the *process of pollination*. I wonder *why* she put these two ideas in the same passage. *Why* do you think she did that? (Pauses to let the children refer to the illustrations and text as they consider her question.)

Mrs. Fabian: Share what you are thinking with your partner. (She listens to the children share their ideas.) Solange and Carlos, what did the two of you share with one another?

Solange: Maybe they get the nectar and the pollen at the same time when they go to the flower?

Carlos: And then they carry the pollen on their legs to another flower. And they get more nectar and more pollen, and then they keep doing that.

Mrs. Fabian: (Nodding.) I'm thinking that, too. I'm thinking that the author wanted to show that the bees are getting pollen on their legs from all those flowers *while* they're collecting nectar, and that's *why* she's telling us these two things at the same time. They are happening at the same time, and that's how the pollen travels from one flower to another. What was that big word we learned?

Children: Pollination!

To wrap up the lesson, Mrs. Fabian asks students to continue being good scientists when they observe what is happening around them and notice what is happening—from a distance—when they see a bee outside of school, in a video, or in a book. She asks them to make connections between the text she read aloud and what they are learning in science instruction. She encourages students to ask themselves questions like these: Does the bee have *pollen* in its pollen baskets? Is the pollen getting on the flowers? Is the bee getting the *nectar* with its *proboscis*?

Vignette 3.5. Interactive Read Alouds with Informational Texts Integrated ELA, Literacy, and Science Instruction in Grade One (cont.)

Teacher Reflection and Next Steps

Over the course of the unit, Mrs. Fabian observes her students carefully. She is particularly interested to see if the children understand the science concepts they are learning and whether they use some of the new vocabulary and grammatical structures in their discussions and writing. For the culminating project—student-written informational texts about bees—students use the new language they have developed.

All About Bees, by _____		
p. 1 Introduction	p. 4 Bee jobs	p. 7 Pollination
p. 2 Bee anatomy	p. 5 Metamorphosis	p. 8 Bee dances
p. 3 The beehive	p. 6 Honey	p. 9 Interesting facts

As they write their texts, the children refer to the “bee word wall,” charts and sentence frames posted throughout the room, and look back at several informational texts on the topic that Mrs. Fabian has placed on tables and in the classroom library. Once finished, each child reads his or her book to the class from the “Author’s Chair.” Finally, the books students have written are placed in the classroom library corner to be read over and over again.

One student, Maryam, has just arrived to the U.S. from Somalia and is at the early Emerging level of English language proficiency. Mrs. Fabian watches Maryam carefully, and she assigns her a “buddy,” Tanaad, another first grader who speaks Somali and is a good class helper. Maryam sits next to Tanaad during partner talk and at first listens as Tanaad and his partner discuss the science content. Mrs. Fabian models for Maryam and prompts her to use some simple words and phrases (e.g., *yes, no, what’s that?, I don’t know, I think . . .*) so that she can contribute her ideas to conversations. Maryam is expected to participate in class chants, poems, and songs about bees and pollination, even if she is initially only able to say a few words. At first, she is a little shy, but very soon, she participates enthusiastically in these group language activities because they are engaging.

Mrs. Fabian encourages the class to make Maryam feel welcome and successful in her English language development, and her peers encourage her to participate in the activities with them. Before long, Maryam is chatting on the playground and in the classroom using everyday English. With encouragement from Mrs. Fabian and her classmates she begins to participate more in discussions about texts and content. In addition to social English, she is learning the academic English in the bee unit alongside the other children, labeling her drawings with words related to pollination (e.g., *pollen, bee, fly*) and using more and more of the words in her spoken interactions with others.

Resource

Text excerpts are from
Gibbons, Gail. 1997. *The Honeymakers*. New York, NY: Harper Collins.

Vignette 3.5. Interactive Read Alouds with Informational Texts Integrated ELA, Literacy, and Science Instruction in Grade One (cont.)

Sources

Lesson inspired by

Shanahan, Timothy, Kim Callison, Christine Carriere, Nell K. Duke, P. David Pearson, Christopher Schatschneider, and Joseph Torgesen. 2010. *Improving Reading Comprehension in Kindergarten through 3rd Grade: A Practice Guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Spycher, Pamela. 2009. "Learning Academic Language through Science in Two Linguistically Diverse Classrooms." *Elementary School Journal* 109 (4): 359–379.

Yopp, Ruth H., and Hallie K. Yopp. 2012. "Young Children's Limited and Narrow Exposure to Informational Text." *The Reading Teacher* 65: 480–490.

Additional Information

Web sites

- Readwritethink has lesson ideas (<http://www.readwritethink.org/classroom-resources/lesson-plans/>) for teaching students to read informational texts (www.readwritethink.org).
- Reading Rockets has ideas for using informational texts (<http://www.readingrockets.org/reading-topics/content-area-teaching-and-learning/>) (www.readingrockets.org).

Recommended reading

Heisey, Natalie, and Linda Kucan. 2010. "Introducing Science Concepts to Primary Students Through Read-Alouds: Interactions and Multiple Texts Make the Difference." *The Reading Teacher* 63 (8): 666–676. (<http://www.readingrockets.org/article/41557>)

Designated ELD Vignette

The example in vignette 3.5 illustrates good teaching for all students with a particular focus on the needs of EL children and children with special needs. In addition to good first teaching, EL children benefit from intentional and purposeful designated ELD instruction, which vignette 3.6 illustrates.

Vignette 3.6. Unpacking Sentences Designated ELD Instruction in Grade One

Background

During an integrated ELA and science unit on bees, Mrs. Fabian observes all of her students carefully as they discuss the science concepts and use new language associated with the lesson (see vignette 3.5). She finds that some of her EL students at the Expanding level of English language proficiency are having difficulty describing and explaining their ideas using domain-specific and general academic vocabulary and complex sentence structures. This makes it difficult for them to convey their understandings of the content; she suspects that if they are not comprehending the language in the texts then they may not be fully understanding the scientific concepts.

Lesson Context

Mrs. Fabian meets with her first grade teaching team and asks for their suggestions for addressing the language needs of her EL students. Because her colleagues have had similar challenges, they decide to collaborate on a series of designated ELD lessons, differentiated by English language proficiency levels. The team begins by analyzing the informational science texts they are using for: (a) language that is critical to understanding the science content; and (b) language they would like students to produce orally and in writing. Some of this language is domain-specific vocabulary, which the teachers decide to address daily in both integrated ELA/science and in designated ELD.

Vignette 3.6. Unpacking Sentences Designated ELD Instruction in Grade One (cont.)

In addition to vocabulary, the team also notices that many of the sentences in the informational science texts are densely packed. They decide that instead of simplifying the language for their EL students, they should delve into the language so that their EL students can begin to understand it better. They refer to the CA ELD Standards to see what types of vocabulary and grammatical structures their EL children at the Expanding level should be able to use, and they incorporate this guidance into their planning. The teachers decide to model for students how to “unpack” the dense sentences that characterize their science texts. After studying this particular technique in a professional learning seminar provided by their district, and adapting it to meet their students’ needs, they write the procedure they will use knowing that they can refine it after they have seen how well it works.

Unpacking Sentences

1. Start with a text that you are already using.
2. Identify a few sentences that students find challenging to understand.
3. Focus on meaning: Show students how to unpack the meaning in the sentence by writing a list of simple sentences that, when combined, express the meaning of the sentence.
4. Focus on form: Show students important features of the sentence (e.g., specialized vocabulary and descriptive language; conjunctions show relationships between two ideas in compound and complex sentences, prepositional phrases are used to add details, vocabulary).
5. Guided practice: Guide the students to help you with steps 3 and 4.
6. Keep it simple: Focus on one or two things and use some everyday language examples, as well as examples from the complex texts. (Adapted from Christie 2005, Derewianka 2012, Wong Fillmore 2012)

In today’s lesson, Mrs. Fabian will introduce the “sentence unpacking” technique to model how to read/listen to their texts more closely. The learning targets and cluster of CA ELD Standards Mrs. Fabian focuses on are the following:

Learning Target: Students will discuss how to join two ideas using coordinating and subordinating conjunctions to show relationships between ideas.

CA ELD Standards (Expanding): ELD.PI.1 – *Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions; ELD.PI.7 – Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support; ELD.PII.6 – Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked.), in shared language activities guided by the teacher and with increasing independence.*

Lesson Excerpts

During designated ELD time, Mrs. Fabian tells her students that in the science books she is reading to them, there is often a lot of information packed into the sentences, so she is

Vignette 3.6. Unpacking Sentences Designated ELD Instruction in Grade One (cont.)

going to show them some ways to *unpack* sentences so they can understand them better. She shows her students a tightly packed suitcase.

Mrs. Fabian: Sometimes, it is hard to see all the things inside the suitcase when it is packed in tightly like that. (Pulling out some of the things that are packed inside – a shirt, a pair of pants, some books and shoes.) When we *unpack* the suitcase a little, we can see the different things that are in there. Some sentences are like suitcases. When they are jammed full of many different words, they can be hard to understand, but when we *unpack* sentences and take the words apart we can understand the meanings more easily.

Mrs. Fabian reads a passage from one of the informational texts about bees that she has previously read and discussed with the whole class. She follows the procedure her team is using to show the students how to *unpack* or break down densely packed sentences.

Mrs. Fabian: Children, today we're going to be looking closely at a couple of sentences we've seen in the books about bees. Here's the first sentence.

She shows the children a sentence from the book *The Honey-makers*, by Gail Gibbons, which is written on a sentence strip and placed in the pocket chart.

"As the forager bee collects nectar, she carries pollen from flower to flower."
(Gibbons, p. 15)

Mrs. Fabian: I'm going to model for you how I unpack sentences that have a lot of information in them. (Points to the sentence and reads it slowly, thinking aloud.) Hmm. It seems like this sentence is mostly about a bee doing some different things.

As Mrs. Fabian thinks aloud, she pulls shorter sentence strips from behind the original sentence and places them in the rows below, visually *unpacking* the meaning of the sentence so that students can see the break down. She reads each sentence as she places it in the pocket chart.

There's a forager bee.
The bee collects nectar.
The bee has pollen on its legs.
The bee carries the pollen to many flowers.

Mrs. Fabian: Can you see how I unpacked or separated all the ideas in the sentence? There are really just two big ideas. The first is that the bee is collecting nectar, and the second is that the bee is carrying pollen to the flowers. But these ideas are connected in a special way. There's a really important word in the sentence that's connecting the ideas. The word "as" at the beginning of the sentence tells me that the two things are happening at the same time.

Mrs. Fabian pulls out another sentence strip and places it under the sentences.

As = At the same time

She has the children read the original sentence with her chorally. Then they read the shorter sentences followed once again by the sentence with the word *as* in it. She models how to unpack another sentence and follows the procedure of thinking aloud as she pulls the shorter sentences from the pocket chart.

Vignette 3.6. Unpacking Sentences Designated ELD Instruction in Grade One (cont.)

While a worker bee crawls around an apple blossom, the bee is dusted with pollen.

There's a worker bee.

There's an apple blossom.

The bee crawls around an apple blossom.

There's pollen.

The bee gets pollen on its body.

The pollen is like dust.

Mrs. Fabian: Hmm. Here, it says that the bee is getting pollen on it and that it's like dust, but it doesn't tell us how the dust is getting on the bee. I think it must be on the flower, and when the bee's body rubs against the flower, the bee gets pollen on it because the pollen is on the flower. The pollen is like dust (shows a picture of dust). Sometimes it's difficult to figure out all the meanings in a sentence, but if you break down the sentence, it's easier to understand. Let's read the original sentence and then the shorter sentences together.

Children: (Reading the sentences chorally.)

Mrs. Fabian: Did anyone notice that there's another special word at the beginning of the sentence that tells us *when* something is happening?

Carla: While?

Mrs. Fabian: Yes, the word "while" is like the word "as." It tells us that two or more things are happening at the same time. The words "while" and "as" are important for showing how the two events are connected in time.

Mrs. Fabian pulls out another sentence strip and places it below the others.

While = At the same time

Mrs. Fabian: Let's read the original sentence together again, and then see if you and your partner can tell me what two things are happening at the same time.

Mrs. Fabian helps her students unpack other sentences from the texts they are using in integrated ELA and science. Each one is a complex sentence containing the subordinate conjunctions "as" or "while." She writes each sentence on chart paper, reads them with the students, and invites them to explain in their own words what is happening. Then she writes the students' simpler sentences down on the chart paper for all to see. During this process, she explicitly draws their attention to how the two ideas are connected using the words "as" and "while," and she and the students engage in extensive discussion about the meaning of the original sentence.

Mrs. Fabian: When you connect your ideas using the words "while" and "as," it doesn't matter which idea you put first. For example, I can say, "While you watched me, I wrote a sentence." Or, I can say, "I wrote a sentence while you watched me." I can say, "While I washed the dishes, I sang a song." Or, I can say, "I sang a song, while I washed the dishes." We're going to play a little game connecting ideas.

Vignette 3.6. Unpacking Sentences Designated ELD Instruction in Grade One (cont.)

She hands the children sets of pictures where two things are happening simultaneously (e.g., children are playing on a playground while their parents watch them, a bee is sucking nectar from a flower while it collects pollen on its legs), and she writes the words “while” and “as” at the top of a piece of chart paper. She asks students to work in pairs and create sentences that include two ideas connected with the word “while” or “as.” As they work together to combine the ideas, she listens to them so that she can respond to any misunderstandings right away. After the children have constructed multiple sentences in partners, she asks them to tell her some of them, and she writes them on the “while” and “as” chart.

Mrs. Fabian: Who can tell me why we might want to use the words “while” or “as?”

Thao: They help us put two ideas together.

Mrs. Fabian: Yes, they do. Can you say more?

Thao: (Thinking.) They make the two ideas happen at the same time?

Mrs. Fabian: Yes, that’s right. The words “while” and “as” let us know that two events are happening at the same time. Today we unpacked sentences to find out what all the meanings are, and we looked especially closely at how the words “while” and “as” are used to connect ideas. From now on, I want you to be good language detectives. A good language detective is always thinking about how to unpack sentences to understand the meaning better. And a good language detective is someone who is always thinking about how words are used to make meaning. Who thinks they can be a good language detective?

Children: (Chorally). Me!

Teacher Reflection and Next Steps

During the rest of the day, Mrs. Fabian observes her EL children to see if they are using any of the new language resources she is teaching them in their speech and writing. For the rest of the science unit, Mrs. Fabian works with her students during designated ELD time to unpack sentences in other science texts she is using, focusing strategically on the aspects of the sentences that make them dense (e.g., long noun phrases, prepositional phrases). She uses a rubric based on the CA ELD Standards to assess how individual students are progressing with their use of particular language resources (e.g., vocabulary, grammatical structures, text organization). Whenever possible, she encourages them to use the new language, prompting them with questions like, *How can you combine those two ideas to show they are happening at the same time?* Although the children often produce imperfect sentences, Mrs. Fabian offers corrective feedback sparingly since she knows that the children are experimenting with language and practicing the grammatical structures that they will continue to learn as the unit progresses.

Resource

Text excerpts are from
Gibbons, Gail. 1997. *The Honey-makers*. New York, NY: Harper Collins.

Vignette 3.6. Unpacking Sentences Designated ELD Instruction in Grade One (cont.)

Source

Lesson inspired by

Christie, Frances. 2005. *Language Education in the Primary Years*. Sydney, Australia: UNSW Press.

Derevianka, Beverly, and Pauline Jones. 2012. *Teaching Language in Context*. South Melbourne, Victoria: Oxford University Press.

Wong Fillmore, Lily. 2012. *Supporting Access to the Language and Content of Complex Texts for EL and LM Students*. Presentation at the Title III Accountability Institute. December, 2012.

Additional Information

Web sites

- The Council of the Great City Schools provides a Classroom Example of Teaching Complex Text: Butterfly (<http://vimeo.com/47315992>).

Recommended reading

Donovan, Carol A., and Laura B. Smolkin. 2011. "Supporting Informational Writing in the Elementary Grades." *The Reading Teacher* 64: 406–416. (<http://www.readingrockets.org/article/52246>).

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners, students with disabilities, ELs at different English language proficiency levels, standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique dispositions, skills, histories, and circumstances. Teachers need to know their students well through appropriate assessment practices and other methods, including communication with families, in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this evaluation of student needs, the teacher might provide individual or small group instruction, adapt the main lesson, or collaborate with a colleague. (See figure 3.36.) Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9 of this *ELA/ELD Framework*.

First grade children have flung open the doors of literacy and become newly powerful in navigating their way with words, sentences, books, and texts of all types. They have just begun to glimpse where this road can take them. The hope is that they discover paths that fill their imaginations with wonder and their minds with grand plans for the future.

Figure 3.36. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they routinely collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

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Content and Pedagogy: Grades Two and Three

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Overview of the Span

The grades two to three span is a pivotal time for children as they build more sophisticated comprehension and decoding skills and develop the fluency necessary to propel them into more advanced reading, including independently reading chapter books. During this span, children engage with wide-ranging, high quality, increasingly complex text both as listeners¹ and readers, and their teachers provide carefully designed instruction and appropriate levels of scaffolding to support meaning making with these texts. At the same time, children’s language (especially academic language) continues to expand, and they become more proficient at writing different types of texts for a variety of purposes. They use digital tools to produce and publish writing. They build knowledge through content area instruction and through interactions with literary and informational texts, including history/social studies, science, and technical texts. They also engage in wide reading and research projects, both which contribute mightily to knowledge. They continue to gain skill in expressing themselves effectively as they participate in collaborative discussions about texts and topics and provide formal presentations of their knowledge to an audience.

The grades two to three span is a pivotal time for children as they build more sophisticated comprehension and decoding skills and develop the fluency necessary to propel them into more advanced reading, including independently reading chapter books.

Children who are English learners (ELs) participate fully in the ELA and other content area curricula while they are also learning English as an additional language and developing as bilinguals. (See chapters 2 and 9 of this *ELA/ELD Framework*.) They continue to develop their metalinguistic awareness, learning new and nuanced ways of using English to convey ideas and messages that are appropriate for the discipline, topic, purpose, and audience. They also build their understanding of how vocabulary and other language resources are used to organize, expand and enrich, and connect ideas in texts.

When they speak and write, EL second and third graders adopt some of the same ways of using language they learn through their close reading of complex texts and their analysis of how language works in these texts. Students produce an increasing variety of language in their writing, speaking, and creating as they work to convey their understandings of the world, and they develop discourse

When they speak and write, EL second and third graders adopt some of the same ways of using language they learn through their close reading of complex texts and their analysis of how language works in these texts.

practices that enable them to participate in a range of contexts, both social and academic. English learners at grades two and three achieve awareness about how language works and the ability to use language skillfully and flexibly through a carefully designed instructional program that immerses them in intellectually engaging and meaningful content with appropriate levels of scaffolding.

It is important to note that, even as children are learning English as an additional language, California values the primary languages of its students and encourages continued development of those languages. This is recognized by the establishment of the State Seal of Biliteracy. (See the introduction to this *ELA/ELD Framework*.) In addition, and

¹ As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include students who are deaf and hard of hearing using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

This ELA/ELD Framework views the “non-standard” dialects of English (such as African American English or Chicana/Chicano English) that linguistically and culturally diverse students may bring to school from their homes and communities as valuable assets . . .

as discussed in chapters 2 and 9, California takes an *additive* stance to language development for all children. This *ELA/ELD Framework* views the “non-standard” dialects of English (such as African American English or Chicana/Chicano English) that linguistically and culturally diverse students may bring to school from their homes and communities as valuable assets, resources in their own right, and solid foundations to be built upon for developing academic English.

Students with disabilities are a diverse group with varying needs and abilities, and with appropriate strategies, supports, and accommodations, they, too, engage in an intellectually rich and engaging curriculum that supports their achievement of grade-level standards. (See chapter 9 of this *ELA/ELD Framework*.)

This chapter provides guidance for supporting all children’s achievement of the grades two and three CA CCSS for ELA/Literacy and, additionally for ELs, the CA ELD Standards. It begins with a brief discussion of the integrated and interdisciplinary nature of the language arts. It then highlights the key themes of ELA/literacy and ELD instruction, and outlines appropriate ELD instruction. Grade-level sections provide additional guidance for grade two and grade three and include snapshots and longer vignettes of practical application of this guidance.

An Integrated and Interdisciplinary Approach

As noted in previous chapters, reading, writing, speaking, listening, and language are not independent processes; rather, they are interdependent. The CA CCSS for ELA/Literacy and the CA ELD Standards recognize the interrelationships among these communicative acts and call for their integration in the ELA/literacy and ELD curriculum. Instruction is organized so that the strands of Reading, Writing, Speaking and Listening, and Language develop together and are mutually supportive.

The CA CCSS for ELA/Literacy and the CA ELD Standards also recognize the role that the language arts play across the curricula. The language arts are used to acquire knowledge and inquiry skills in the content areas. Children read to gain, modify, or extend knowledge or to learn different perspectives. They write to express their understandings of new concepts and also to refine and consolidate their understandings of these concepts. They engage in discussion with others to clarify points; ask questions; summarize what they have heard, read, or viewed; explain their opinions; and collaborate on projects, research, and presentations. They acquire language for new concepts through reading and listening and use this language in speaking and writing. As the language arts are employed in the content areas, skills in reading, writing, speaking, listening, and language are further developed. The reciprocal relationship between the language arts and content learning is apparent throughout California’s subject matter content standards. Examples from grades two and three include the following:

The language arts are used to acquire knowledge and inquiry skills in the content areas. Children read to gain, modify, or extend knowledge or to learn different perspectives.

- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (Grade Three Next Generation Science Standard 3-LS4-3)

- Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. (California Grade Three History–Social Science Content Standard 3.3.3)
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (California Grade Two CCSS Mathematics Standard MD.5)
- Explain commonalities among basic locomotor and axial movements in dances from various countries. (California Grade Two Visual and Performing Arts Dance Content Standard 3.2)
- Describe and record the changes in heart rate before, during, and after physical activity. (California Grade Three Physical Education Standard 4.8)

They [students] acquire language for new concepts through reading and listening and use this language in speaking and writing. As the language arts are employed in the content areas, skills in reading, writing, speaking, listening, and language are further developed.

Similarly, the components of the CA ELD Standards—“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills”—are integrated throughout the curricula, rather than being addressed exclusively during designated ELD. The CA ELD Standards guide teachers to support their EL students to fully engage with the grade-level curricula that the CA CCSS for ELA/Literacy and other content standards call for while developing linguistically in an accelerated time frame.

Key Themes of ELA/Literacy and ELD Instruction

This section discusses each of the five themes of California’s ELA/literacy and ELD instruction described in the introduction to this framework and chapters 1 and 2 as they pertain to grades two and three (see figure 4.1): **Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills**. Impacting each of these for ELs is learning English as an additional language, and impacting all students is the context in which learning occurs. Displayed in the white field of the figure are the characteristics of the context for instruction called for by this *ELA/ELD Framework*. Highlighted in figure 4.2 is research on **motivation and engagement**, discussed in chapter 2 of this framework. Teachers in the grade span recognize their critical role in ensuring children’s initial steps on the exciting pathway toward ultimately achieving the overarching goals of ELA/literacy and ELD instruction (displayed in the outer ring of figure 4.1): students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century.

Teachers in the grade span recognize their critical role in ensuring children’s initial steps on the exciting pathway toward ultimately achieving the overarching goals of ELA/literacy and ELD instruction . . .

Figure 4.1. Circles of Implementation of ELA/Literacy and ELD Instruction



Figure 4.2. Motivation and Engagement

Educators should keep issues of motivation and engagement at the forefront of their work to assist children achieve the CA CCSS for ELA/Literacy and CA ELD Standards. The panel report *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (Shanahan, and others 2010) makes clear the importance of addressing motivation and engagement in primary grade literacy programs and recommended the following practices:

- Help students discover the purpose and benefits of reading by modeling enjoyment of text and an appreciation of what information has to offer and creating a print rich environment (including meaningful text on classroom walls and well stocked, inviting, and comfortable libraries or literacy centers that contain a range of print materials, including texts on topics relevant to instructional experiences children are having in the content areas).
- Create opportunities for students to see themselves as successful readers. Texts and tasks should be challenging, but within reach given appropriate teaching and scaffolding.
- Provide students reading choices, which include allowing them choice on literacy-related activities, texts, and even locations in the room in which to engage with books independently. Teachers' knowledge of their students' abilities will enable them to provide appropriate guidance.
- Provide students the opportunity to learn by collaborating with their peers to read texts, discuss texts, and engage in meaningful interactions with texts, such as locating interesting information together.

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers' and the broader school community's open recognition that students' primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and also to draw on to build proficiency in English and in all school learning (de Jong and Harper 2011; Lindholm-Leary and Genessee 2010). Teachers are encouraged to do the following:

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Get to know students' cultural and linguistic backgrounds and how individual students interact with their primary language, home dialect, and home cultures.
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum
- Use texts that accurately reflect students' cultural and social backgrounds so that students see themselves in the curriculum.
- Continuously expand their understandings of culture and language so as not to oversimplify approaches to culturally and linguistically responsive pedagogy. (For guidance on implementing culturally and linguistically responsive teaching, see chapters 2 and 9 of this *ELA/ELD Framework*.)

Meaning Making

Meaning making is at the very heart of ELA/literacy and ELD instruction. This section includes a focus on standards that relate to meaning making, provides information about comprehension of complex text, and briefly discusses comprehension strategies.

As in other grade spans, the focus on meaning making cuts across the strands of CA CCSS for ELA/Literacy and the ELD Standards in grades two and three. Each strand (ELA/Literacy) or part (ELD) in both sets of standards emphasizes the primacy of meaning in ELA/literacy and ELD instruction.

Prior to entering the grades two and three span, children learned that reading, writing, speaking, and listening are meaningful acts. They had many experiences making meaning with text and in other communicative exchanges. In transitional kindergarten through grade one, they participated in and demonstrated meaning making by asking and answering questions about key details in a text (RL/RI.K–1.1). They learned to retell grade-level stories and key details of informational text and to demonstrate understanding of a text's central message or main idea (RL/RI.K–1.2). They revealed their comprehension as they described characters, settings, and major events in literary text and connections among elements of informational text (RL/RI.K–1.3), and they used information from illustrations to make meaning (RL/RI.K–1.7). They compared and contrasted adventures and experiences of characters in stories and identified basic similarities in and differences between two informational texts on the same topic (RL/RI.K–1.9). By grade one, with prompting and support, they read grade-level prose, poetry, and informational texts, and they learned to activate prior knowledge related to the content of the texts and confirm predictions about what will happen next (RL/RI.1.10).

In the transitional kindergarten through grade one span, they also learned that writing is used to communicate opinions, information/explanations, and narratives as they shared their thoughts and understandings through drawings and dictation and by employing their developing knowledge of the alphabetic code (W.K–1, Standards 1–3). They learned to participate in collaborative conversations in small and large groups, asking and answering questions to make meaning, and to present their understandings to others (SL.K–1, Standards 1–6). And, they began to learn about and gain command



of basic oral and written language conventions in order to more clearly convey meaning (L.K–1, Standards 1–2 and L.K–1, Standards 4–6).

These skills and understandings are further developed in the second- and third-grade span, and new skills are learned that support meaning making. Among the new skills that focus on meaning making are the following:

- Answering *who, what, where, when, why, and how* questions about text and, in grade three, referring explicitly to the text as the basis for answers to questions about the text (RL/RI.2–3.1)
- Explaining how details support the main idea in a text (RL/RI.2–3.2)
- Explaining how characters respond to major events and challenges and, in grade three, explain how their actions contribute to the sequence of events.(RL.2–3.3)
- Describing the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text and, in grade three, use language that pertains to time, sequence, and cause-effect (RI.2–3.3)
- Acknowledging differences in the points of view of characters and identifying the purpose of a text (RL/RI.2–3.6)
- Referring explicitly to the text when demonstrating understanding in grade three (RL/RI.3.1)
- Conducting short research projects in grade three on their own (W.3.7)
- Gathering information from print and digital resources, taking notes, and sorting evidence into provided categories in grade three (W.3.8)
- Recounting and determining main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (SL.2–3.2)

These skills contribute to the goal of educating individuals who can thoughtfully make meaning with a range of text and media and with diverse peers and others.

The CA ELD Standards amplify this emphasis on meaning making. Children continue to learn to interact in meaningful ways (Part I) through three modes of communication: collaborative, interpretive, and productive. In order to engage meaningfully with oral and written texts, they continue to build their understanding of how English works (Part II) on a variety of levels: how different text types are organized and structured to achieve particular social purposes, how text can be expanded and enriched using particular language resources, and how ideas can be connected and condensed to convey particular meanings. Importantly, second- and third-grade ELs deepen their language awareness by analyzing and evaluating the language choices made by writers and speakers and discuss their contributions to meaning.

The CA ELD Standards amplify this emphasis on meaning making. Children continue to learn to interact in meaningful ways (Part I) through three modes of communication: collaborative, interpretive, and productive.

Meaning Making with Complex Text

It is during the second- and third-grade span that children begin to read appropriately-leveled complex literary and informational texts. They are provided substantial instructional support as they are guided toward reading texts in this grade span proficiently and independently by the end of grade three (RL/RI.2–3.10). They learn to read complex texts closely. Often this entails rereading for different purposes: to determine a character’s perspective, identify how the author’s word choice impacts meaning, examine the organization of information, and so on.

As discussed in chapter 2 in this *ELA/ELD Framework*, text complexity is determined on the basis of quantitative and qualitative dimensions of the text as well as on knowledge of the reader (including motivation, prior experiences, and background knowledge) and considerations about the reading task itself. All children should be provided the opportunity and the appropriate differentiated instruction that best enables them to interact successfully with complex text. Ample experiences with complex text that are successful and satisfying contribute to children’s progress in achieving the skills and knowledge required for college, the workforce, responsible citizenship, and the demands of the 21st century. Furthermore, they are crucial if children are to attain the capacities of literate individuals and become broadly literate. (See the overarching goals of ELA/literacy and ELD instruction described in chapter 2 of this framework.)

In terms of quantitative measures of complexity, suggested ranges of multiple measures of readability for the grades two and three complexity band recommended by the NGA/CCSSO are provided in figure 4.3.

Figure 4.3. Associated Ranges from Multiple Measures for the Grades Two and Three Text Complexity Band

ATOS (Renaissance Learning)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13	0.05–2.48
<p>Source National Governors Association Center for Best Practices and Council of Chief State School Officers. n.d. "Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity," 4. <i>Common Core State Standards Initiative</i>.</p>					

Quantitative measures provide a first and broad—and sometimes inaccurate—view on text complexity. Teachers also should examine closely **qualitative** factors, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands of the text. Texts that have multiple levels of meaning, use less familiar structures (such as flashbacks and flashforwards), employ less common language conventions, and assume rather than provide requisite background knowledge on a topic typically are more challenging to readers, and therefore are considered more complex text. Readability formulae cannot provide this information. The complexity of a text also depends upon the readers’ motivation, knowledge, and experiences and upon what the readers are expected to do with the text (in other words, the task).

Teachers play a crucial role in ensuring that all students engage meaningfully with and learn from challenging text. They provide strategically-designed instruction with appropriate levels of scaffolding, based on students’ needs and as appropriate to the text and task, while always helping children work toward achieving independence. Some of the teaching practices that illustrate this type of instruction and scaffolding include leveraging background knowledge; teaching comprehension strategies, vocabulary, text organization, and language features; focusing discussions on important questions and ensuring equitable participation; sequencing texts and tasks appropriately; asking children to reread the same text for different purposes, including to locate evidence for interpretations or understandings; deploying tools, such as graphic organizers and student-made outlines; and teaching writing in response to text. Figure 2.10 in chapter 2 of this *ELA/ELD Framework* provides guidance for supporting learners’ engagement with complex text, along with considerations that are critical for ensuring access for ELs.

Using Comprehension Strategies. Teaching children to use reading comprehension strategies to help them understand and retain what they read was among the recommendations of a panel convened by the federal Institute of Education Sciences to review the research on comprehension instruction in kindergarten through grade three. (Shanahan, and others 2010, 5). The panel identified six research-based strategies as important for reading comprehension in the primary grades. These, and descriptions, are provided in figure 4.4.

Figure 4.4. Comprehension Strategies and Descriptions

Effective Strategy	Description
Activating Prior Knowledge/ Predicting	Students think about what they already know and use that knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.
Questioning	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as <i>where</i> or <i>why</i> to develop their questions.
Visualizing	Students develop a mental image of what is described in the text.
Monitoring, Clarifying, and Fix Up	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.
Drawing Inferences	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.
Summarizing/Retelling	Students briefly describe, orally or in writing, the main points of what they read.
<p>Source Excerpted from Shanahan, Timothy, and others. 2010. <i>Improving Reading Comprehension in Kindergarten Through 3rd Grade: A Practice Guide</i> (NCEE 2010-4038), p. 12-13. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	

The panel noted that strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11), and the panel contrasted strategy use with completion of worksheets. Teachers should explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use. Strategies can be used individually or in combination. Critically, the strategies themselves are not the focus of instruction; gaining meaning of the text in hand is always the goal.

It is important that questions be skillfully crafted, especially for complex text. Planning is crucial, as are sensitivity and responsiveness to students' comprehension efforts and growing understandings. Students answer questions orally and in writing, as writing in response to text also strengthens students' comprehension.

Questioning is one of the important comprehension strategies identified by the panel, and teachers plan questions that support students' comprehension of text and that guide them to read carefully and closely to uncover layers of meaning, perspectives, and language use, thus deepening students' understanding of the text and its purposes. Teachers ensure that most of the questions are text dependent, that is, ones that can only be answered if the text has been read or heard. Questions direct students to think about key ideas and details, vocabulary, and the author's craft, including the choices the author made in organizing the text or using particular language. Questions prompt literal and especially higher-order understandings and guide students to make inferences. Critical thinking

also is prompted when questions target thinking about an author's intentions. It is important that questions be skillfully crafted, especially for complex text. Planning is crucial, as are sensitivity and responsiveness to students' comprehension efforts and growing understandings. Students answer questions orally and in writing, as writing in response to text also strengthens students' comprehension (Graham and Hebert 2010).

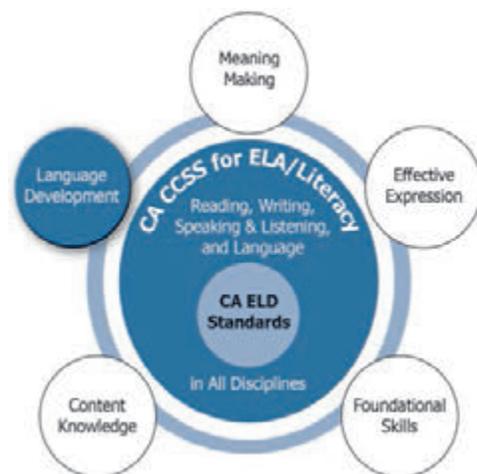
In addition to answering questions that support meaning making, students increase their skills in asking their own questions about the texts they are read or listen to during this span (RL/RI.2–3.1). Teachers model question generation during reading and has children collaborate with peers to generate questions about the text. Students focus both on extracting and clarifying meaning and on critically examining the author's choices and purposes or perspectives. Initially, teachers provide support, withdrawing it slowly as students' skills and confidence grow. The process of gradually releasing responsibility for learning to students is discussed in chapter 2 of this *ELA/ELD Framework*.

Language Development

Language is central to reading, writing, speaking, and listening—and, indeed, to all learning. It is a crucial focus in children's schooling, especially in the early years, as these years provide the foundation for the learning that occurs in subsequent years. This section begins with a discussion of previous learning and current grade-span standards related to language development. Then vocabulary development, teacher read alouds, and teacher modeling and student conversations are highlighted.

In the transitional kindergarten through grade one span, considerable attention was devoted to language development. Children were exposed to rich and varied vocabulary, sentence structures, and discourse structures through a variety of means, and they were given many opportunities to use language to express themselves and interact with others in meaningful and intellectually stimulating learning contexts. (See chapter 3 of this *ELA/ELD Framework*.)

In the transitional kindergarten through grade one span, children learned to ask and answer questions about unknown words or phrases in literature and informational texts (RL.K.4/RI.K–1.4). They learned to identify words and phrases in stories or poems that suggest feelings or appeal to the senses (RL.1.4). They also learned to use temporal words to signal event order (W.2.3). Children



Prior to entering the grades two and three span, children were also taught to determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level texts and content by using sentence-level context, frequently occurring affixes, or frequently occurring root words and their inflectional forms.

learned to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4). They learned to use language to seek help or get information or clarification. They also learned to ask and answer questions about key details in texts read aloud, information presented orally or through other media, or in order to gather additional information or clarify something that a speaker said that they did not understand (SL.K–1.2, SL.K–1.3).

Prior to entering the grades two and three span, children were also taught to determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level texts and content by using sentence-level context, frequently occurring affixes, or frequently occurring root words and their inflectional

forms (L.1.4). With guidance and support, they began to demonstrate understanding of word relationships and nuances in word meanings (L.1.5). They learned to use context, which includes knowledge of language, to confirm or self-correct word recognition and comprehension while reading (RF.1.4c). See the language conventions sections of the grade-level discussions in chapter 3 of this *ELA/ELD Framework* for detail on language conventions that were acquired in the transitional kindergarten through grade one span.

In the second- and third-grade span, children continue to build the skills they learned in the previous grades. New to this span in terms of language development and language awareness are the following:

- Describing how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (RL.2.4)
- Determining the meaning of words and phrases as they are used in a text (RI.2.4), and in the case of literature (in grade three), distinguishing literal from nonliteral language (RL.3.4)
- Determining the meaning of general academic and domain-specific words and phrases in a text (in grade three) (RI.3.4)
- Knowing the meaning of the most common prefixes, derivational suffixes, and Latin suffixes (RF.3.3a, b) and determining the meaning of the new word formed when a known prefix (L.2.4) or other affix (L.3.4) is added to a known word
- Using linking words (in grade two) and phrases (in grade three) in writing to connect ideas (W.2–3.1, W.3.2c)
- Using temporal phrases (in grade three) in writing to signal event order (W.3.3c)
- Using language that pertains to time, sequence, and cause/effect when describing the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text in grade three (RI.3.3)
- Recounting or describing key ideas or details from a text read aloud or informational presented orally or through diverse media and formats (SL.2–3.2)
- Offering elaboration and detail while asking and answering questions about information from a speaker (in grade three) (SL.3.3)
- Using descriptive details (including clear and specific vocabulary in grade three) to tell a story or recount an experience (or, in grade three, report on a topic) (SL.2–3.4)

- Comparing formal and informal uses of English (in grade two) (L.2.3a) and recognizing and observing differences between conventions of spoken and written standard English (in grade three) (L.3.3)
- Choosing words and phrases for effect (in grade three) (L.3.3a)
- Using knowledge of the meaning of individual words to predict the meaning of compound words (L.2.4d)
- Using glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas (L.2–3.4)
- Demonstrating understanding of word relationships and nuances in word meanings, including (in grade three) distinguishing the literal and non-literal meanings of words and phrases in context and distinguishing shades of meaning among related words that describe states of mind or degrees of certainty
- Using adjectives and adverbs to describe in grade two (L.2.6)
- Determining the meaning of, acquiring, and using accurately grade appropriate conversational, general academic, and domain-specific words and phrases (in grade three) (L.3.6, R.3.4)

The CA ELD Standards amplify the emphasis on language, particularly on the development of academic language and language awareness. This emphasis includes students using academic language meaningfully in conversations, oral presentations, and various writing tasks and selecting and adapting language strategically according to purpose, text type, task, and audience. English learners learn to interpret, analyze, and evaluate how writers and speakers use language by explaining how well the language used supports opinions or presents ideas (ELD.PI.2–3.7), and they analyze the language choices of writers and speakers by distinguishing how their choice of words with similar meanings evoke different effects on the reader or listener (ELD.PI.2–3.8). This amplification of the CA CCSS for ELA/Literacy also includes a strong emphasis on selecting a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create precision and shades of meaning while speaking and writing (ELD.PI.2–3.12).

Part II of the CA ELD Standards and the CA CCSS for ELA/Literacy highlight the importance of developing deep awareness of how English works on multiple levels, including discourse, text, sentence, clause, phrase, and word.

Part II of the CA ELD Standards and the CA CCSS for ELA/Literacy highlight the importance of developing deep awareness of how English works on multiple levels, including discourse, text, sentence, clause, phrase, and word. This multiplicity requires teachers to think strategically about the types of learning experiences that will support their EL students at varying English proficiency levels to *build up* and *use* the linguistic resources and content knowledge necessary for participating in academic discourse. While teachers continue to help their EL students develop the type of English used in social situations and, importantly, allow students to use social English, “imperfect” English, and their primary language as they engage in academic tasks, all of the CA ELD standards in Part I and II are focused on developing ELs’ proficiency in academic English across and within the disciplines.

Students’ language develops when they have ample opportunities to hear, read, and use language in speaking and writing. Therefore, teachers should serve as excellent models of language use and ensure that children have many opportunities to use language for a variety of purposes in a variety of stimulating contexts. Classrooms that are silent for hours suggest lost opportunities for language development.

Vocabulary Instruction

Research indicates that there are large vocabulary differences among English users by the end of grade two, differences that account for ability to comprehend grade-level text in the years ahead (Biemiller and Slonim 2001). Early attention to vocabulary, therefore, is crucial. In the second- and third-grade span, as in all grade levels, children are provided thoughtful and deliberate vocabulary instruction.

Research indicates that there are large vocabulary differences among English users by the end of grade two, differences that account for ability to comprehend grade-level text in the years ahead. Early attention to vocabulary, therefore, is crucial.

Figure 2.13 in chapter 2 of this *ELA/ELD Framework* displays a model for conceptualizing categories of words (Beck, McKeown, and Kucan 2013): conversational, general academic, and domain-specific words. Most children acquire conversational vocabulary without much teacher support, although explicit instruction in this category of words may need to be provided to ELs depending on their exposure to and experience using conversational English. Instructional attention is needed to ensure acquisition of general

academic and domain-specific words. The latter are typically taught in the context of the discipline, and typically both texts and teachers provide definitions. The words are used repeatedly and are often accompanied by a diagram or a glossary definition that supports understanding. General academic words are considered by some as requiring the most explicit instructional attention (NGA/CCSSO 2010a: Appendix A, 33). These words impact meaning yet are not often defined in a text, and, they are likely to appear in many types of texts and contexts, sometimes changing meaning depending on the discipline.

A review of research on vocabulary instruction (National Reading Technical Assistance Center [NRTA] 2010) concluded the following:

- Higher frequency of exposure to targeted vocabulary words will increase the likelihood that young children will understand and remember the meanings of new words and use them more frequently (NRTA 2010, 4).
- Explicit instruction of words and their meanings increases the likelihood that young children will understand and remember the meanings of new words (NRTA 2010, 4). Contextual approaches have been found to produce greater gains than lessons that emphasize word definitions (Nash and Snowling 2006).
- Questioning strategies that highlight vocabulary and language engagement enhance students' word knowledge (NRTA 2010, 5).

English learners benefit from the same type of comprehensive vocabulary instruction called for in the NRTA review, and they also benefit from additional attention to vocabulary development particular to their needs as learners of English as an additional language. Teachers should provide multiple and repeated opportunities for EL children to hear, read, and use general academic and domain-specific vocabulary in meaningful contexts. For example, teachers draw students' attention to particular words (e.g., *devastated*) while they are reading a complex text aloud and use the target words intentionally throughout the day in

General academic words are considered by some as requiring the most explicit instructional attention. These words impact meaning yet are not often defined in a text, and, they are likely to appear in many types of texts and contexts, sometimes changing meaning depending on the discipline.

different situations (e.g., Last year, I was *devastated* when my pet died.). They also structure frequent conversations in which students are able to use the target words meaningfully, discussing the texts they are reading or that the teacher reads aloud or using open language frames as appropriate (e.g., Wilbur would be *devastated* if ____.)

In addition, cognates are a rich vocabulary resource for ELs. Cognates are words in two or more languages that sound and/or look the same or very nearly the same and that have similar or identical meanings. For example, the word *animal* in English and the word *animal* in Spanish are clearly identifiable cognates because they are spelled the same, sound nearly the same, and have the same meaning. The abundance of words with Latin roots in English science and history texts make cognates an especially rich linguistic resource for academic English language development for Spanish-speaking ELs and other ELs whose primary language is derived from Latin (Bravo, Hiebert, and Pearson 2005; Carlo, and others 2004; Nagy, and others 1993). Cognate knowledge does not necessarily develop automatically for all children. Teachers build their EL students' metalinguistic awareness of cognates by drawing attention to the words, highlighting the nuances between different types of cognates and the existence of *false cognates*, or words that appear to be the same in different languages but are in fact quite different. For more information on leveraging students' cognate knowledge for learning English and developing biliteracy, see chapter 2 of this *ELA/ELD Framework*.

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Reading Aloud

Rich exposures to text contribute to students' language development. As important as independent reading is, at this point in the development of their decoding skills children are more likely to expand their academic language through teacher read alouds of high quality literary and informational text. When children attend to complex texts written beyond their level of decoding, they are exposed to new language and ideas. Figures 4.5 and 4.6 provide examples of the rich language of texts.

Figure 4.5. Sample Academic Language from *Bunnicula: A Rabbit-Tale of Mystery* by Deborah and James Howe

General Academic Words	Complex Grammatical Structures
admonition (p. 3) impolite (p.3) digress (p. 4) pelting (p. 4) midst (p. 4) reverie (p. 4) glare (p. 4) circumstances (p. 6)	<ul style="list-style-type: none"> • I shall never forget the first time I laid these now tired old eyes on our visitor. (p. 3) • In the midst of this reverie, I heard a car pull into the driveway. (p. 4) • There was a flash of lightning, and in its glare I noticed that Mr. Monroe was carrying a little bundle—a bundle with tiny glistening eyes. (p. 4) • “Would somebody like to take this?” asked Mr. Monroe, indicating the bundle with the eyes. (p. 6)

Figure 4.6. Sample Academic Language from The Story of Snow: The Science of Winter’s Wonder by Mark Cassino with Jon Nelson

General Academic Words	Domain-Specific Words	Complex Grammatical Structures
reflect (p. 7) visible (p. 7) forming (p. 10) center (p. 10) causes (p. 10) common (p. 14) complicated (p. 17)	water vapor (p. 7) snow crystal (p. 8) soot (p. 9) pollen (p. 9) evaporates (p. 9) dendrites (p. 15) hexagon (p. 17)	<ul style="list-style-type: none"> • Clouds are mostly made of air and water, but there are also bits of other things, like tiny particles of dirt, ash, and salt. (p. 8) • As the snow crystal gets bigger and heavier, it starts to fall to earth. (p. 13)

Reading aloud both literary and informational texts should be a regular part of every school day. Teachers select texts that expose students to sophisticated ideas, rich vocabulary, complex grammatical structures, and different discourse features. Selections challenge or *stretch* children but are within their reach, and the teacher provides explanations of vocabulary and phrases, including figurative uses of language, as they read aloud. One research study revealed that while rereading texts to children improved their understanding of word meanings, teacher explanations of unknown words during reading aloud resulted in greater gains (Biemiller and Boote 2006). Helpful to all children, but particularly ELs, is to contextualize vocabulary instruction within rich read-aloud texts, provide multiple opportunities to use new vocabulary meaningfully, and incorporate multi-media (August and Haynes 2014; Silverman and Hines 2009).

Teacher Modeling and Time for Conversations

Teachers create language-rich environments for students. They model use of academic vocabulary and varied and increasingly complex grammatical structures as they interact with children, read aloud and discuss challenging texts, deliver instruction across the curricula, and discuss classroom routines and experiences. They also ensure that children have many opportunities to explore and use the language they are learning. They engage children in structured (e.g., think-pair-share) as well as informal (e.g., turn-and-talk) academic conversations with partners, in small groups, and in large groups. Instructional routines and strategic scaffolding (e.g., open sentence frames tailored to students’ language learning needs) guarantee equitable participation for all students. Crucial for all learners, especially ELs and children with language delays or disabilities, is an atmosphere of respect for children’s efforts to communicate their ideas. Teachers engage children in genuine conversations about their experiences, their interests, current events, and the curricula, and they provide stimulating, social learning activities that fuel conversations.

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Effective Expression

The development of effective communication skills is one of the hallmarks of the CA CCSS for ELA/Literacy and the CA ELD Standards. This section provides a brief overview of writing, discussing, presenting, and using language conventions in the grade span. Additional information is provided in the grade-level sections of this chapter.

Writing

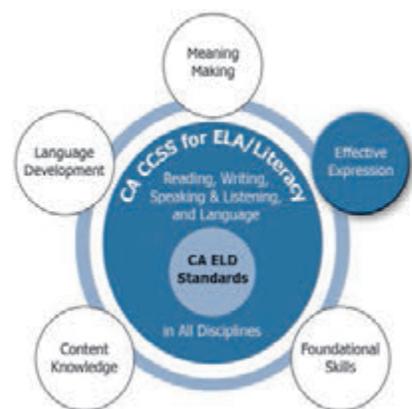
In transitional kindergarten through grade one, children learned to compose opinion pieces, informative/explanatory texts, and narratives. They began by using a combination of drawing, dictating, and writing to express their ideas and by the end of grade one they were writing pieces in which they introduced a topic, supplied some details (e.g., a reason for an opinion, facts about an informative/explanatory piece, and details about the events in a narrative), and provided some sense of closure (W.K–1, Standards 1–3). With support and guidance from adults, they learned to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen their writing. They also learned to use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.K–1, Standards 5–6). Importantly, they participated in shared research and writing projects, drawing on texts and other resources and experiences to inform their work (W.K–1, Standards 7–8).

In grades two and three, students build on previous learning to write more detailed and cohesive texts of a variety of types for a variety of purposes (W.2–3, Standards 1–3). Among the writing skills new to the grades two and three span are the following:

- Using linking words in writing (W.2–3, Standards 1–2)
- Writing a well elaborated narrative with descriptive details and, in grade three, dialogue (W.2–3.3)
- With guidance and support from adults, producing writing in which the development and organization are appropriate to task and purpose (W.2–3.4)
- Using feedback from peers to strengthen writing by revising and editing and, in grade three, planning (W.2–3.5)
- Using keyboarding skills in grade three to produce and publish writing (W.2–3.6)

In addition, Writing Standard 10 begins in grade two. Although students engaged in considerable writing in transitional kindergarten through grade one, Standard 10 requires that they now and hereafter “Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.”

A panel charged with examining the research on effective writing instruction in elementary schools states “students should develop an early foundation in writing in order to communicate their ideas effectively and efficiently” and that “students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and self-expression” (Graham, and others 2012, 6). Thus, it is imperative that adequate attention is given to writing in the early years of schooling.



... Writing Standard 10 begins in grade two. Although students engaged in considerable writing in transitional kindergarten through grade one, Standard 10 requires that they now and hereafter “Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.”

Skill in writing is developed through excellent instruction and plentiful opportunities to write for meaningful purposes daily. The panel recommends a minimum of one hour a day be devoted to writing, beginning in grade one, with about half of the time dedicated to learning strategies, techniques, and skills appropriate to students' levels and needs, and half in application across the curriculum.

Contributing to students' development as effective writers are opportunities to listen to, view, and read exemplary texts and to discuss the author's craft. Thus, rich classroom and school libraries are important, as are time to read and time to discuss what is read.

Students write in science, history–social science, performing and visual arts, and other content areas. For example, students record the steps they take in a science investigation, explain their understanding of a graph, write an argument for or against a new classroom rule, record personal responses to a literary text in a journal, present facts about the history of a community and explain features of a community map, write invitations for family and community members to attend a school event, write scripts in preparation for a performance, respond in written language to a work of art, and write requests to merchants for donations of sports equipment. There is no dearth of topics or purposes for writing.

Contributing to students' development as effective writers are opportunities to listen to, view, and read exemplary texts and to discuss the author's craft. Thus, rich classroom and school libraries are important, as are time to read and time to discuss what is read. Additionally, teachers model writing and engage in collaborative writing with children. They provide opportunities for children to develop and strengthen their writing through planning, revising, and editing based on teacher and peer support and feedback, as well as self-identified areas for refinement. Furthermore, teachers create supportive environments and attend to students' motivation by fostering a community of writers, offering students' choice, and valuing students' work (Graham and others, 2012).

Formative assessment informs teachers' practice and is a crucial component of effective writing instruction. Romero (2008) suggests teachers employ the following types of informal approaches in order to engage in formative assessment in the area of writing:

- Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)
- Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests
- Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion." or "I checked for capitalization at the beginning of sentences.")
- Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals
- Rubrics constructed by the teacher and/or the students and completed by either or both as a writing project is under development
- Portfolios that include a large collection of artifacts selected by the student in consultation with the teacher and are used to identify goals and inform subsequent instruction

Formative assessment informs teachers' practice and is a crucial component of effective writing instruction.

This focus on writing is amplified in the CA ELD Standards. Much of Part I is focused on students examining how successful writers use particular language resources to convey their ideas and on making strategic choices to use language purposefully in writing for increasingly academic purposes.

All of Part II focuses on enacting understandings of how written (and spoken) language works: how different text types are organized, how to make texts more cohesive, how to expand ideas and enrich them, how to connect ideas in logical ways that create relationships between them, and how to condense multiple ideas to create precision. These understandings are critical for successful writing, particularly as ELs increasingly use writing to communicate their understandings of texts they read in language arts and other content areas.

Discussing

Prior to the second- and third-grade span, children learned to follow agreed-upon rules for discussions, respond to the comments of others, engage in multiple exchanges on the same topic, and ask questions to clear up any confusion (SL.K–1.1). They learned to ask and answer questions about texts read aloud, information presented orally or through other media, and by peers (SL.K–1.2-3). They produced complete sentences when appropriate to the task and situation (SL.K–1.6). CA ELD standards focused on ELs learning a variety of discourse practices in order to contribute effectively to the conversations (ELD.PI.K–1.1). In transitional kindergarten through grade one, all children had many experiences communicating their thoughts, opinions, and knowledge to diverse partners, and instruction included attending to and responding and building on the thoughts of others.

In grades two and three, children continue to build skill in discussion and to apply their skills to grade-level topics and texts. Among the discussion skills new to the grades two and three span are the following:

- Gaining the floor in respectful ways during discussions (SL.2–3.1)
- Coming to discussions prepared in grade three (SL.3.1)
- Staying on topic in grade three (SL.3.1)
- Recounting or describing key ideas (grade two) and the main ideas and supporting details (grade three) from a text read aloud or information presented in diverse media (SL.2–3.2)

The CA ELD Standards amplify this focus on discussion, and collaborative conversations—about content and about language—permeate both Parts I and II. Much of second language development occurs through productive and extended collaborative discourse about topics that are worthy of discussion. The CA ELD Standards call for ELs to contribute meaningfully in collaborative discussions

The CA ELD Standards amplify this focus on discussion, and collaborative conversations—about content and about language—permeate both Parts I and II. Much of second language development occurs through productive and extended collaborative discourse about topics that are worthy of discussion.

in a variety of settings (e.g., whole class, small group, partner), including sustained and extended dialogue (ELD.PI.2–3.1). When engaged in conversations with others, ELs offer opinions and negotiate with others using particular language moves (e.g., “I agree with . . . , but . . .”; “That’s a good idea, but . . .”) (ELD.PI.2–3.3), and they learn to shift registers, adjusting and adapting their language choices according to purpose, task, and audience (ELD.PI.2–3.4).

Frequent, daily verbal interaction is critical for all learners to develop communicative competence and for ELs to progress along the ELD continuum. Through collaborative discussions with peers about academic content, students learn to convey information, exchange ideas, and support their opinions with evidence. Each of these verbal communicative acts serves to support children’s abilities

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to effectively engage in collaborative conversations about academic content and build their content understandings. Discussions about texts and topics also serve as a bridge to writing.

Because discussion is so critical to the development of both content understandings and academic language, collaborative conversations should occur across the curricula and throughout the day.

It is crucial that teachers provide environments that are physically conducive to discussion and psychologically safe for participants. Norms are established with the children and closely maintained, and structures are employed that ensure equity of participation. Furthermore, children are encouraged to join the conversation, and teachers convey a clear message that discussions are opportunities to explore one's ideas and hear those of others, and that developing—and even changing—ideas and opinions during an academic conversation is normal (and sometimes even expected).

A research panel (Shanahan, and others 2010, 23–28) concluded that four factors contribute to the success of young children's discussion of text and recommends that teachers:

- Ensure that texts are compelling enough to spark discussion; in other words, the topic should be interesting to the children and the discussion should be worth having
- Prepare higher-order questions that prompt children to think more deeply about the text
- Ask follow-up questions to encourage and facilitate the discussion
- Provide opportunities, with ample scaffolding, for children to engage in peer-led discussions

These recommendations apply to all genres of text as well as other learning experiences. Because discussion is so critical to the development of both content understandings and academic language, collaborative conversations should occur across the curricula and throughout the day.

Presenting

As noted elsewhere in this framework (see chapters 1 and 2 of this *ELA/ELD Framework*), students not only learn to engage productively in discussions throughout the years of schooling, they learn to present information and ideas effectively. In the transitional kindergarten through grade one span, children learned to express ideas and feelings clearly as they described people, places, things, and events with relevant details (SL.K–1.3). They added drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings, and they produced complete sentences as appropriate (SL.K–1, Standards 4–5). They memorized and recited poems, rhymes, and songs with expression (SL.K–1.3). Among the presentation skills new to grades two and three are the following:

- Telling a story or recounting an experience with appropriate facts and relevant, descriptive details (SL.2–3.4)
- Planning and delivering a detailed, logically sequenced narrative presentation in grade two and a well-organized informative/explanatory presentation in grade three (SL.2–3.4a)
- Creating audio recordings of stories or poems (SL.2–3.5)

Children learn to use more formal registers as they plan and deliver presentations. In the second-through third-grade span, they have many opportunities to present information and ideas to their peers and other audiences on a range of topics and in a variety of content areas. Children also employ technology appropriately and effectively, such as when they create recordings of text (SL.2–3.5). Recorded presentations may be shared with audiences beyond the school.

For ELs in particular, but indeed for all children, using English in a variety of ways and across a range of content areas (including science and social studies) is critical for full academic English language development. Presenting provides an opportunity for children to slow down and take the

time to organize their ideas and prepare the language they will use in their presentations. Both of these tasks (organizing thoughts and planning for language use) support language development. In addition, engaging children in readers' theater and skits, choral readings of poems and chants, and singing songs that contain sophisticated language are not only creative and motivating, they are ideal for developing new ways of using English. Other tasks, such as face-to-face or audio recorded book talks, oral presentations using video, and other creative ways of using multimedia promote language development and engagement with school learning.

For ELs in particular, but indeed for all children, using English in a variety of ways and across a range of content areas (including science and social studies) is critical for full academic English language development.

Using Language Conventions

Contributing to effective expression is students' command over language conventions, such as grammar and usage in writing and speaking (L.2–3.1) and capitalization, punctuation, and spelling in writing (L.2–3.2). Conventions are taught explicitly and are applied in the contexts of meaningful spoken and written communication.

In the transitional kindergarten through first grade span, children learned the skills identified in figure 4.7, yet these skills likely will need attention during grades two and three to maintain. See chapter 3 of this *ELA/ELA Framework* for definitions and details.

Figure 4.7. Language Conventions Learned in Prior Grades and Maintained in the Second- and Third-Grade Span

Language Standard 1 (conventional grammar and usage in speaking and writing)	Language Standard 2 (conventional capitalization, punctuation, and spelling in writing)
<ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns. e. Use verbs to convey a sense of past, present, and future. f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions. h. Use determiners. i. Use frequently occurring prepositions. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Language conventions related to grammar, capitalization, and punctuation learned during the second- and third-grade span are discussed in the grade-level sections of this chapter. A brief overview of spelling follows this section.

Part II of the CA ELD Standards: “Learning About How English Works” identifies the language resources EL children need to develop to be successful in school tasks. In keeping with the spirit and intent of the CA ELD Standards, grammar instruction is contextualized within intellectually-rich and engaging instruction, and the content of Part II of the CA ELD Standards is taught in tandem with that of Part I. Furthermore, all language instruction for ELs builds into and from content instruction (e.g., highlighting for children particular grammatical structures or vocabulary in the texts they are reading, listening to, or writing themselves).

Spelling. Among the language conventions that contribute to effective expression is spelling. Learning to spell is a developmental process (Cramer 1998; Henderson 2000; Bear, Invernizzi, Templeton, and Johnston 2012). In general, learners progress from representing language with random marks and arbitrary letter-like symbols to using knowledge of letter-sound correspondences to incorporating knowledge of patterns and, ultimately, to drawing on knowledge of morphology (meaning units). Figure 4.8 briefly displays this progression.

Among the language conventions that contribute to effective expression is spelling. Learning to spell is a developmental process.

Spelling knowledge is developed across several strands of the CA CCSS for ELA/Literacy; these are identified in the figure. Most directly related to spelling development are the standards in the Language strand that specifically address spelling. For example, L.K.2 is “Spell simple words phonetically, drawing on knowledge of sound-letter relationships.” Spelling-specific standards are identified with **SP** in the figure.

Also related are several decoding standards in the Reading strand. For example, RF.1.3c is “Know the spelling-sound correspondences for common consonant digraphs” and RF.4–5.3a reads “Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.” The intent is that children achieve these standards in order to decode. However, the knowledge gained by achieving these standards has implications for encoding as well. Decoding standards related to spelling are noted with **DC** in the figure.

An additional set of standards connected to spelling are the language standards related to vocabulary, specifically those that target inflectional endings, affixes, and Greek and Latin roots. For example, L.3.4d states “Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*)” and L.5.4b is “Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).” Vocabulary standards related to spelling are identified with **V** in the figure. Although the related standards may be taught at different grade levels, teachers should capitalize on the contributions each set makes to the others.

Assessment of spelling should be ongoing. Teachers examine children’s written drafts and observe their spelling attempts in action. This information serves to inform in-the-moment and subsequent instruction. Teachers in the grades two and three span are likely to have in their classrooms children at a range of stages of spelling development. They should be prepared to offer differentiated instruction that advances all children, neither frustrating nor boring any child.

It is important that spelling not be treated simply as an act of memorization, although irregularly spelled words will need to be memorized. Spelling is a developmental process whereby children—with appropriate instruction that includes ample opportunities to explore, examine, and use printed language—build insights into principles that govern English orthography.

Figure 4.8. Stages of Spelling Development (SP- Spelling; DC- Decoding; V- Vocabulary)

Stage*	Abbreviated Description	Examples	Typical Grade Span	Related CCSS for ELA/Literacy
Prephonetic (Emergent)	Children make marks to communicate ideas. Those marks may include letters of the alphabet, but the letters used have little, if any, relationship to the sounds.	NPXXA O	Transitional kindergarten (or earlier) through grade 1	
Phonetic (Letter Name-Alphabetic)	Children begin to use letters to represent sounds. Invented spellings are common.	brd l lk skr.	Kindergarten through grade 2	SP: L.K.2c, d DC: RF.K.3a, b; RF.1.3b
Patterns Within Words (Within Word)	Children move from using one-to-one letter-sound correspondences to using spelling-sound patterns, such as digraphs and long vowel spellings, in single-syllable words.	she rain, cake I can skate.	Grades 1 through 4	SP: L.1–2.2d DC: RF.1.3a, c; RF.2.3b
Syllable Juncture (Syllables and Affixes)	Students begin to accurately spell words containing more than one syllable. They apply what they learn about doubling, dropping, or changing letters at syllable junctures and the addition of inflectional endings and affixes.	hop → hopping love → loving easy → easiest happy → happiness	Grades 3 through 8	SP: L.3.2e, f DC: RF.1.3e, f; RF.2.3c, d; RF.4–5.3a V: L.K–3.4b; L.1.4c
Meaning Derivation (Derivational Relations)	Students begin to draw on their knowledge of morphology to accurately spell words. They are consistent in their spelling of Greek and Latin roots and they maintain spellings based on meaning even when the sounds change.	chronic, chronicle, synchronize photograph, photographer please, pleasant favor, favorite	Grades 4 and up	DC: RF.3.3a–c; RF.4–5.3a V: L.4–5.4b; L.2–3.4c
*The names of stages vary. Here they are drawn from Cramer 1998 and Henderson 2000, and, in parentheses, Bear, and others 2012.				

Content Knowledge

Content knowledge (other than ELA/literacy and ELD) is largely the purview of other frameworks published by the California Department of Education (<http://www.cde.ca.gov/>). However, given the powerful relationship between content knowledge and literacy and language development, and calls for the integration of ELA/literacy and ELD throughout the curricula, discussions of content knowledge are included throughout this *ELA/ELD Framework*.

As noted in chapter 2, research indicates that content knowledge plays a significant role in comprehension. Therefore, it is crucial that content instruction (including, but not limited to, science, history–social science, mathematics, and the arts) is given significant attention throughout the years of schooling.

And, given the role that language and literacy play in the acquisition of content knowledge, it is critical that content instruction include attention to the language arts. In short, as noted in previous chapters:

- Content area curricula should be given adequate time in the schedule, and all students should have full access to content instruction.
- Content area instruction should include attention to literacy and language development in the subject matter (complementing and contributing to content instruction, not replacing inquiry and other content approaches).

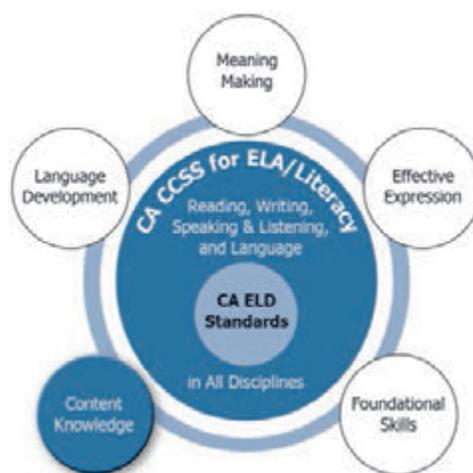
In this section, the roles of wide reading, informational texts, and research projects in building knowledge are highlighted.

Wide Reading

There are many reasons for ensuring that children engage in wide reading. Chief among these are wide reading leads to children becoming broadly literate and discovering that texts are interesting, informative, exciting, and worth reading. (See the introduction and chapter 2 of this *ELA/ELD Framework*.) In terms of the key theme of content knowledge, it is important to note that wide reading plays a sizeable role in knowledge acquisition. Extensive reading exposes children to new ideas and information, as well as new ways of presenting ideas and information; different genres make use of different types of text features and discourse structures. (See chapters 6 and 7 of this *ELA/ELD Framework* for discussions of disciplinary literacy.) Text sets related to content that children are learning in science, social science, and other curricular areas, are especially valuable because they provide repeated exposure to concepts and key words and phrases, thus increasing the likelihood that knowledge and the accompanying academic vocabulary are acquired.

There are many reasons for ensuring that children engage in wide reading. Chief among these are wide reading leads to children becoming broadly literate and discovering that texts are interesting, informative, exciting, and worth reading.

Children should have ample opportunities daily to read both informational and literary texts of their choice at their reading level (and even below or above their reading level, if they so choose). Teachers should establish an independent reading program, so they can monitor the types of books students choose and offer suggestions that attend to their students' interests, related content, and reading development needs—and that expand students' interests, expose them to new content, and advance their skills. (See chapter 2 of this *ELA/ELD Framework* for a discussion of wide and independent reading.)



Engaging with Informational Text

During the elementary years, about half of the texts children engage with (including those read aloud by teachers) are informational texts. Informational texts introduce children to different organizational structures (such as description, explanation, or argument and cause/effect or sequence of events) and text features (such as glossaries and headings or graphs and other visuals)

Informational texts introduce children to different organizational structures (such as description, explanation, or argument and cause/effect or sequence of events) and text features (such as glossaries and headings or graphs and other visuals) in addition to new concepts and the language that represents those concepts and conveys relationships among them.

in addition to new concepts and the language that represents those concepts and conveys relationships among them. Teachers thoughtfully use informational texts in a coherent program so that students build their content knowledge and experience multiple exposures to concepts and vocabulary. In other words, informational texts are thoughtfully selected to support students' incremental development of deep content understandings. Texts are shared during read-aloud time, used in literacy instruction, employed during content instruction, and made available for independent reading. Texts on a wide variety of topics are available for independent reading as personal interests are stimulated and expanded by interactions with texts of many kinds.

In the transitional through grade one span, children had many opportunities to actively engage with informational text in group reading activities and, with prompting and support in grade one, to read appropriately complex informational text. In both cases, they drew on relevant prior knowledge and used illustrations and context to make predictions about the text (RI.K–1.10). They also learned to ask and answer questions about key details in the text (RI.K–1.1); identify the main topic and retell key details (RI.K–1.2); and describe the connections between two individuals, events, ideas, or pieces of information (RI.K–1.3). They learned to use various text structures to locate key facts or information in a text (RI.K–1.5). In addition, they learned to name the author and illustrator of a text (in kindergarten) and to distinguish between information provided by pictures or other illustrations and information provided by the words in a text (in grade one) (RI.K–1.6), as well as to use the illustrations and key details in a text to describe key ideas (RI.K–1.7). They learned to identify the reasons an author gives to support points in a text (RI.K–1.8) and identify basic similarities in and differences between two texts on the same topic (RI.K–1.9).

Prior to the grades two and three span, children also learned to write informative/explanatory texts in which they name a topic, supply some facts, and provide some sense of closure (W.K–1.2).

New to the grades two and three span in terms of engagement with informational text are the following:

- Identifying the main topic of a multi-paragraph informational text as well as the focus of specific paragraphs within the text (RI.2.2) and, in grade three, recounting the key details and explaining how they support the main idea (RI.3.2)
- Describing the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text (RI.2–3.3)

... informational texts are thoughtfully selected to support students' incremental development of deep content understandings. Texts are shared during read-aloud time, used in literacy instruction, employed during content instruction, and made available for independent reading.

- Knowing and using captions, bold print, subheadings, and indexes and, in grade three, using search tools (e.g., key words, side bars, hyperlinks) to locate information (RI.2–3.5)
- Identifying the main purpose of a text (in grade two) and distinguishing their own point of view from that of the author (in grade three) (RI.2–3.6)
- Explaining how specific images contribute to and clarify a text (in grade two) and use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (in grade three) (RI.2–3.7)
- Describing how reasons support specific points the author makes in a text (in grade two) and describing the logical connection between particular sentences and paragraphs in a text (in grade three) (RI.2–3.8)
- Comparing and contrasting the most important points (in grade two) and key details (in grade three) presented in two texts on the same topic (RI.2–3.9)
- Comprehending informational texts at the high end of the grades 2–3 complexity band with support (in grade two) or independently and proficiently (in grade 3) by the end of the year (RI.2–3.10)
- Writing informative/explanatory texts in which they introduce a topic (grouping information and using illustrations in grade three), using facts and definitions (and details in grade three) to develop points, using linking words and phrases for cohesion (in grade three), and providing a concluding statement or section (W.2–3.2)
- Producing writing in which the development and organization are appropriate to the task and purpose, with guidance and support (W.2–3.4)

Figure 4.9, from the NGA/CCSSO (2010, 33) provides a sample set of texts appropriate for grades two and three that may be used to build knowledge of the human body. Figure 4.10 provides suggestions for other topics. The California Department of Education provides a database (<http://www3.cde.ca.gov/reclitlist/search.aspx>)—searchable by, among other things, discipline, grade span, and language—of recommended literature for students in preschool through grade twelve.

Figure 4.9. Texts to Build Knowledge on the Human Body

Digestive and excretory systems
What Happens to a Hamburger by Paul Showers (1985)
The Digestive System by Christine Taylor-Butler (2008)
The Digestive System by Rebecca L. Johnson (2006)
The Digestive System by Kristin Petrie (2007)

Taking care of your body: Healthy eating and nutrition
Good Enough to Eat by Lizzy Rockwell (1999)
Showdown at the Food Pyramid by Rex Barron (2004)

Muscular, skeletal, and nervous systems
The Mighty Muscular and Skeletal Systems Crabtree Publishing (2009)
Muscles by Seymour Simon (1998)
Bones by Seymour Simon (1998)
The Astounding Nervous System Crabtree Publishing (2009)
The Nervous System by Joelle Riley (2004)

Figure 4.10. Texts to Build Knowledge on Topics in Science

Grade Two – Rock Cycle	Grade Three – Solar System
<i>Rocks: Hard, Soft, Smooth and Rough</i> by Natalie Rosinsky (2004)	<i>Comets, Meteors, and Asteroids</i> by Seymour Simon (1994)
<i>Everybody Needs a Rock</i> by Byrd Baylor (1995)	<i>The Moon</i> by Seymour Simon (2003)
<i>Cool Rocks: Creating Fun and Fascinating Collections</i> by Kompelien (2007)	<i>Eyewitness Books: Astronomy</i> by Kristen Lippincott (1994)
<i>A Gift From the Sea</i> by K. Banks (2008)	<i>Postcards from Pluto: A Tour of the Solar System</i> by Loreen Leedy (2006)
<i>If You Find A Rock</i> by P. Christian (2008)	<i>Solar System</i> by Gregory Vogt
<i>Rocks</i> by Sally M. Walker (2007)	<i>What Makes Day Night</i> by Franklyn Branley (1961)
<i>Earthshake – Poems From the Ground Up</i> by L. Westberg Peters (2003)	<i>The Usborne Complete Book of Astronomy and Space</i> by Lisa Mles, Alastair Smith, and Judy Tatchell (2010)
<i>What Is The Rock Cycle?</i> by Natalie Hyde (2010)	<i>Stargazers</i> by Gail Gibbons (1999)
<i>The Rock Factory</i> by Jacqueline Bailey (2006)	<i>The Moon Book</i> by Gail Gibbons (1998)
<i>What Are Igneous Rocks?</i> by Molly Aloian (2010)	<i>The Moon</i> by Michael Carlowicz (2007)
<i>What Are Sedimentary Rocks?</i> by Natalie Hyde (2010)	<i>The Big Dipper</i> by Franklyn Branley (1991)
<i>What Are Metamorphic Rocks?</i> by Molly Aloian (2010)	<i>The Magic School Bus: Lost in the Solar System</i> by Joanna Cole (1992)

Engaging in Research

Opportunities to engage in research during the first years of schooling contribute to children’s content knowledge, as well as to their enthusiasm for pursuing knowledge. Students explore topics that interest them, and they engage in research related to hands-on science investigations, social studies topics, and all curricular areas.

In the transitional kindergarten through grade one span, children engaged in shared research projects. With guidance and support from adults, they learned to recall information from experiences or gather information from provided sources to answer a question (W.K–1, Standards 7–8).

Students continue to develop their abilities to engage in research in the grades two and three span, becoming more independent. New to the span are the following:

- Conducting short research projects that build knowledge about a topic in grade three (W.3.7)
- Recalling information from experiences or gather information from provided sources to answer a question in grade two, including print and digital sources in grade three (W.2.8)
- Taking brief notes on sources and sorting evidence into provided categories in grade three (W.3.8)

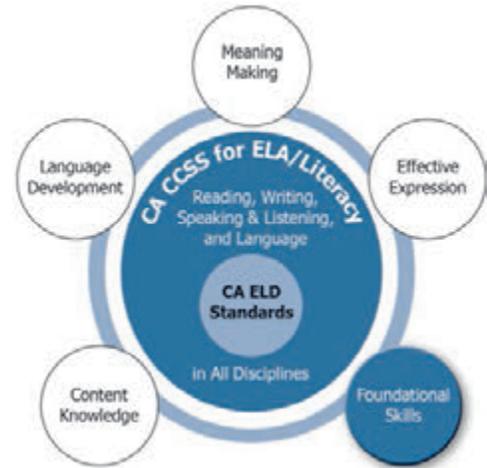
Research projects may be completed in the course of a few hours or over an extended time frame, which includes time for research, reflection, and revision (W.2–3.10). Research provides an authentic opportunity for integration of the language arts with one another as students read, write,

and discuss the topic of interest, as well as the integration of the language arts with content learning. Furthermore, engaging in research projects fosters motivation, especially when students have choices about the topics they pursue. Collaborative research projects promote language and content knowledge development as children communicate their new and existing knowledge and relevant experiences to one another. When children undertake collaborative research projects, speaking and listening standards from the CA CCSS for ELA/Literacy are addressed (SL.2–3.1, especially, and depending upon whether students prepare presentations of their findings, SL.2–3.4), and the collaborative, interpretive, and productive skills outlined in the CA ELD Standards are richly enacted.

Foundational Skills

Foundational skills continue to be systematically taught during the span and beyond. As noted previously, learning the foundational skills is not an end in itself; rather, the skills are necessary and important components of an effective, comprehensive language arts program designed to develop independent and proficient readers who have the capacity to interact meaningfully with texts across a range of types and disciplines.

During the second- and third-grade span, children progress in their understanding and use of the code. They learn to read multisyllabic words and words with complex spelling patterns, and they dramatically increase the number of high-frequency irregularly spelled words they recognize effortlessly. The development of fluency with printed language is also given significant attention. An overview of the foundational skills in grades two and three is presented here. Grade-level specific guidance is provided in the grade-level sections.



Phonics and Word Recognition

As noted in chapter 3 (the transitional kindergarten through grade one span), systematic attention should be devoted to ensuring that children acquire an understanding of and proficiency with the English alphabetic system during the first years of schooling. Children who understand the code quickly have more access to the information found in and the pleasures derived from engagement with texts. Their language expands, their fluency develops, and their knowledge of texts and the world broadens and deepens (Brady 2012). These gains, in turn, support more advances in literacy. In short,

... systematic attention should be devoted to ensuring that children acquire an understanding of and proficiency with the English alphabetic system during the first years of schooling. Children who understand the code quickly have more access to the information found in and the pleasures derived from engagement with texts.

the act of reading launches children onto an upward spiral of achievement (Cunningham and Stanovich 1998), a trajectory toward achieving the ultimate goals of ELA/literacy and ELD instruction outlined in the introduction and chapter 2 of this *ELA/ELD Framework*: Students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the global and technological age of the 21st century. Progress in each grade span contributes to achievement of these goals.

During transitional kindergarten, kindergarten, and grade one, children were taught the skills that enabled them to independently engage with simple texts. Specifically, children acquired phonemic awareness and learned the alphabetic principle. They employed their expanding knowledge of the code with decodable text initially and eventually with

less-controlled text. The amount of time spent with decodable text in grade one varied by child. Some children needed more time to practice their decoding skills with controlled text than others. What

What continues to be vital in grades two and three is that children have sufficient opportunity to apply and practice their skills with materials that reflect what they are learning about written language. What is equally vital is that children are not limited to interactions with decodable text if they are able to read less-controlled text.

continues to be vital in grades two and three is that children have sufficient opportunity to apply and practice their skills with materials that reflect what they are learning about written language. What is equally vital is that children are not limited to interactions with decodable text if they are able to read less-controlled text.

Early in the year in both grades two and three, teachers assess the extent to which children grasp the fundamentals of the code and have developed automaticity with basic decoding. They also observe children closely during instruction on an ongoing basis and adjust and pace instruction accordingly. They know that students vary in their skills and so the starting point and the pace of instruction will vary. Some students will enter the grade with considerable skill and continue to advance quickly. They are provided appropriately

challenging instruction. Others will have a different starting point and may need more slowly paced instruction. In some cases, additional instruction will need to be provided that addresses the prerequisite knowledge and skills for achievement of the standards for this grade span. Children who are experiencing difficulty or making slow progress are closely monitored and direct, intensive instruction and additional practice is given, as needed. The goal is to facilitate all students' progress as swiftly as reasonable for the individual so that all students meet or exceed grade-level standards and no student falls further behind. The support of specialists may be required. At the same time, teachers work to ensure that all children are motivated to learn. They do so, in part, by providing texts and tasks that are interesting and within reach while also being sufficiently challenging.

In grades two and three, children are taught to read multisyllabic words and words with increasingly complex letter combinations. They recognize and learn the meaning of common prefixes and suffixes. They learn that the English written system, though complicated, is largely logical.

Instruction in phonics and word recognition during this span includes

- Ensuring that students know the sounds of the individual letters prior to introducing larger orthographic units (or in the case of children who use a visual language, know the range of American Sign Language handshapes prior to introducing larger orthographic units in American Sign Language and English)
- Teaching advanced phonic-analysis skills explicitly
- Providing initial practice in controlled contexts, such as word lists and decodable texts and other reading materials, in which students can apply newly learned skills successfully
- Providing support as children apply their knowledge to new, less-consistent, contexts, such as trade books

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Spelling instruction complements and supports decoding because both spelling and decoding rely on much of the same underlying knowledge (Joshi, and others 2008-09, Mbats 2005-06). In the transitional kindergarten through grade one span, children developed phonemic awareness and

learned to associate graphemes (letters and letter combinations) with sounds. Their spelling was primarily a representation of transparent phoneme-grapheme relationships. (See the discussion of spelling presented previously in this chapter.) During grades two and three, children gain more insights into the logic of the English written system, including learning syllable patterns (which they began to learn in grade one). The six syllable patterns in English described by Moats (2000) are presented in figure 4.11.

Figure 4.11. English Syllable Types

Syllable Type	Definition	Example
Closed	A syllable ending in a consonant (generally signals a short vowel sound)	hot pic-nic
Open	A syllable ending in a vowel (generally signals a long vowel sound)	go e-ven in-for-ma-tion
Vowel-C-e	A syllable containing a vowel followed by a consonant and an e (generally signals the e is silent and the preceding vowel is long)	ride late com-plete
Vowel Team	A syllable containing two to four letters representing a single vowel sound (may represent a long, short, or diphthong vowel sound)	rain ouch through-out
Vowel-r	A syllable in which the vowel is followed by an r (generally signals that the vowel sound is dominated by the /r/ sound)	her per-fect fur-ther
Consonant-le	A final syllable ending in a consonant, the letters le (allows the reader to identify whether the preceding syllable is open or closed, and therefore whether the vowel is more likely to be long or short)	ta-ble (preceding syllable is open) bu-gle (preceding syllable is open) can-dle (preceding syllable is closed) ap-ple (preceding syllable is closed)

Instruction in phonics and word recognition coincides with instruction in other strands and domains of ELA/literacy, including fluency, writing, and vocabulary. In other words, teachers ensure that students understand that among the purposes of instruction in phonics and word recognition are fluent reading, effective writing, and vocabulary learning; phonics and word recognition are not ends in themselves. (Note: This type of sound-based instruction is not applicable to most students who are deaf and hard of hearing.)

Phonics and word recognition instruction for ELs is differentiated based on students' prior literacy experiences, similarities between their primary language and English, and their oral proficiency in

English. Students are carefully assessed in English, and their primary language when possible, to determine the most appropriate sequence of instruction. Decoding skills that students have developed in their primary language can be transferred to English (August and Shanahan 2006; Bialystok 1997; Lindholm-Leary and Genesee 2010) with appropriate instruction in the similarities and differences between the students' and the English writing system. Instruction is accelerated when time is not devoted to re-teaching already learned skills.

Attention to oral language is important, and teachers ensure that children know the meanings of the words they are learning to decode. Pronunciation differences due to influences from the primary language, home dialect of English (e.g., African American English), or regional accent do not necessarily indicate a difficulty with decoding and should not automatically be interpreted as such.

Attention to oral language is important, and teachers ensure that children know the meanings of the words they are learning to decode. Pronunciation differences due to influences from the primary language, home dialect of English (e.g., African American English), or regional accent do not necessarily indicate a difficulty with decoding and should not automatically be interpreted as such. In addition, although pronunciation is important, overcorrecting it can lead to self-consciousness and inhibit learning. Rather, teachers should check for students' comprehension of what they are reading, respectfully model how words are

pronounced in standard English, and point out differences between pronunciations of different dialects of English. (For additional information on different dialects of English, see chapter 9 of this *ELA/ELD Framework*.)

Teachers of EL children enrolled in an alternative bilingual program (e.g., dual immersion, two-way immersion, developmental bilingual) use the CA CCSS for ELA/Literacy and the CA ELD Standards in tandem with the CCSS-aligned primary language standards to guide the development of students' foundational literacy skills in both the primary language and English. Teaching foundational skills in two languages requires careful coordination. See the section on foundational skills for English learners and the grade-level sections in this chapter for additional recommendations.

Fluency

The development of fluency is a major goal during this grade span. Fluency involves accuracy, appropriate rate (which demands automaticity), and prosody (expression, which includes rhythm, phrasing, and intonation). Children need sufficient instruction in phonics and word recognition to develop their ability to quickly access printed words. They also need excellent models of fluent reading, such as when the teacher reads aloud. And, most important, they need many opportunities to engage in activities such as choral reading, partner reading, repeated reading, and—especially— independent reading of a wide range of texts that are “not too hard, not too easy” (Moats 1998, 3). The grade-level sections in this chapter discuss fluency instruction.

Teachers of all grades need to keep in mind the primary purpose of developing children's fluency with text: Fluency supports comprehension. Children who are fluent with print have the mental resources available to attend to meaning making. Standard 4 (RF.K–5.4) of the Reading Foundational Skills in the CA CCSS for ELA/Literacy makes this purpose clear: Read with sufficient accuracy and fluency *to support comprehension* (italics added). The focus on comprehension is also clear as children use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Teachers of all grades need to keep in mind the primary purpose of developing children's fluency with text: Fluency supports comprehension.

Foundational Skills for English Learners

The CA CCSS for ELA/Literacy foundational skills reading standards are the same for all students, including ELs. However, the way foundational skills are taught to ELs and how quickly the children can be expected to acquire the skills and use them for independent higher-level reading and writing tasks depend on a variety of factors, including their age and previous oral and written literacy experiences in their primary language and/or in English. Teachers need to take these factors into consideration when teaching the standards and supporting EL children in grades two and three to develop English foundational literacy skills in an accelerated time frame. In particular, the curriculum needs to be flexible, so it can address the different profiles of EL students in grades two and three. Figure 4.12 provides general guidance on teaching foundational skills to EL children with different learning needs. This general guidance should be combined with other information teachers have gathered about their EL students in order to provide appropriate foundational skills instruction.

Figure 4.12. Foundational Literacy Skills for ELs in Grades Two and Three*

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K–1.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	Review of Phonological Awareness skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. RF.K–1.1
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables, or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K–3.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. RF.2–3.4

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
Print Skills (cont.)	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts and phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K–3.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. RF.2–3.4
* Teachers may need to refer to the kindergarten or grade one CA CCSS for ELA/Literacy Reading Standards for Foundational Skills, depending on individual student learning needs.			

Supporting Students Strategically

Students enter the grade span with widely ranging skills. Some enter having achieved the standards of the prior grades. They can meaningfully engage with grade-level (or above) texts that are read aloud to them. They express themselves effectively in discussions, using grade-level (or above) vocabulary, syntax, and discourse practices. They demonstrate grade-level (or above) content knowledge as a result of having participated in rich subject matter instruction (e.g., science, history–social science, visual and performing arts, health, mathematics) and having been exposed to a wide range of topics through texts and other media. And, they have acquired sufficient skill with the alphabetic code, so they can independently read and produce grade-level (or above) texts. These students are ready for the challenges of the second- and third-grade curricula. Other students, however, enter the grade span without having experienced the same successes as their peers for a variety of reasons. They require instruction that addresses a few or perhaps many of the standards of the prior years. Teachers and schools strategically support their progress, skillfully and sensitively identifying their needs and accelerating their learning so that they attain the standards of the new grade span and are ready for the challenges of the subsequent years.

Students enter the grade span with widely ranging skills. Some enter having achieved the standards of the prior grades. . . . These students are ready for the challenges of the second- and third-grade curricula.

Support for all children, and especially those experiencing difficulties, is multi-layered. Teachers collaborate with their grade-level colleagues and with colleagues across grade levels to discuss the progress of students. They review summative assessment data from the prior years and, importantly, they engage in formative assessment, which informs instruction in the moment and for the days and weeks ahead (see chapter 8 of this *ELA/ELD Framework*). They employ the principles of Universal Design for Learning (see chapter 9) to develop lessons that are accessible to the range of learners, and they differentiate instruction to address the unique constellation of skills that each child brings to the setting. They scaffold. They use different grouping strategies. They work closely with specialists, as necessary, and they leverage the school's resources to maximally serve every student.

Of special importance during this span is the consolidation of the skills that allow students to accurately and relatively effortlessly access and produce printed language. Teachers give considerable attention to building students' prowess in decoding and encoding. . .

Each student's progress in of all of the five key themes of instruction is carefully monitored to ensure that children advance in Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. Instruction is targeted and, depending upon the extent of the needs, intensive.

Of special importance during this span is the consolidation of the skills that allow students to accurately and relatively effortlessly access and produce printed language. Teachers give considerable attention to building students' prowess in decoding and encoding (without neglecting the other key themes of instruction). They coordinate instruction in spelling, phonemic awareness (as

needed), decoding, word recognition, and printing (and in grade three, cursive) because these skills are interdependent and mutually supportive. Like their colleagues in the transitional kindergarten through grade one span, teachers make accuracy in decoding a high priority, and they ensure that students have ample opportunities to practice newly acquired skills in authentic contexts. In this span, they also prioritize students' automaticity with print, knowing that the ability to quickly access and produce written text is crucial.

The following research findings are relevant for helping students in the grade span who are experiencing difficulty with foundational skills:

- Demonstration of the alphabetic principle (that is, linking phonemic awareness with letter-sound correspondences) supports spelling and decoding. (O'Connor 2011)
- Students who lack phonemic awareness should be provided short, focused lessons on blending and segmenting spoken words, along with representing sounds with letters. (O'Connor 2011)
- Spelling interventions should be targeted and conducted with small groups. Depending upon the individual students, instruction should focus on the alphabetic principle and, as children progress, on morphological awareness (that is, spelling common affixes, such as inflectional endings). Spelling instruction should be coordinated with decoding instruction. (Gerber and Richards-Tutor 2011)
- Fluency interventions that focus on repeated reading of text, opportunities to practice reading in the classroom, and reading a range of texts generally improve students' fluency and comprehension. (Connor, and others 2014)
- Goal setting and corrective feedback are effective in increasing reading rate and accuracy among students experiencing difficulty with fluency (Hudson 2011). Reading aloud to a skilled listener more effectively develops students' fluency than silent reading. (O'Connor 2007)
- Using relatively easy texts for repeated reading leads to higher gains in fluency than using texts that are difficult for the reader, unless an adult is present to assist. (Hudson 2011)
- Reading texts that focus on the same theme result in increases in reading rate and accuracy. An overlap of words appears to facilitate transfer to unpracticed text. (Hudson 2011)

Spelling interventions should be targeted and conducted with small groups. Depending upon the individual students, instruction should focus on the alphabetic principle and, as children progress, on morphological awareness (that is, spelling common affixes, such as inflectional endings). Spelling instruction should be coordinated with decoding instruction.

- Students experiencing difficulty tend to read less, which results in less of the practice that is needed to build fluency. Motivation to read, therefore, needs to be addressed. (Hudson 2011)
- Children who have difficulty reading words often fail to attend to the vowel and letter combinations; explicit attention is essential. (O'Connor 2007)

English Language Development in the Grade Span

The key content and instructional practices described in previous sections of this chapter are important for all children, but they are critical for EL children as they develop academic English and deep content knowledge. Teachers of ELs need to understand not only the core content and instructional practices in grades two and three but also how to identify and address the particular language and academic learning strengths and needs of their EL students. In order to support the simultaneous development of both English and content knowledge, teachers need to consider how EL children learn English as an additional language, how to meet these needs throughout the day during ELA and other content instruction (through integrated ELD), and how to focus on these needs strategically during a time specifically designated for this purpose (through designated ELD).

Teachers of ELs need to understand not only the core content and instructional practices in grades two and three but also how to identify and address the particular language and academic learning strengths and needs of their EL students.

The CA ELD Standards serve as a guide for teachers to design both integrated ELD and designated ELD. They highlight and amplify the language in the CA CCSS for ELA/Literacy that is critical for children in grades two and three to develop in order to maintain a steady academic and linguistic trajectory. They set goals and expectations for how EL children at various levels of English language proficiency interact with content and use English in meaningful ways while they continue to develop English as an additional language. These expectations help teachers target their ELs' instructional needs during planning, observe student progress during instruction, and evaluate progress after instruction has occurred.

Integrated and Designated English Language Development

Integrated ELD refers to ELD throughout the day and across the disciplines for all ELs. In integrated ELD, the CA ELD Standards are used in ELA and all other disciplines along with the CA CCSS

Through rich and interactive experiences that are provided through English, they [ELs] develop English, and they build confidence and proficiency in demonstrating their content knowledge through oral presentations, writing, collaborative conversations, and multimedia projects.

for ELA/Literacy and other content standards to support ELs' linguistic and academic progress. Throughout the school day, ELs in grades two and three engage in activities where they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through rich and interactive experiences that are provided through English, they develop English, and they build confidence and proficiency in demonstrating their content knowledge through oral presentations, writing, collaborative conversations, and multimedia projects. In addition, as students are supported to develop *language awareness*, or how English works in different situations, they gain an understanding of how language is a complex, dynamic, and social resource for making meaning. Through intellectually-

rich activities that occur across the disciplines, ELs develop proficiency in understanding and using advanced levels of English and in shifting registers based on discipline, topic, task, purpose, audience, and text type.

Designated ELD is a protected time during the regular school day during which teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* so that ELs develop critical English language skills, knowledge, and abilities needed for content learning in English. Designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as a protected opportunity during the regular school day to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. A logical scope and sequence for English language development is aligned with the texts used and tasks implemented in ELA and other content instruction.

A logical scope and sequence for English language development is aligned with the texts used and tasks implemented in ELA and other content instruction.

Designated ELD is also an opportunity to amplify the language ELs need to develop in order to be successful in school and to augment instruction to meet the particular language learning needs of ELs at different English language proficiency levels. Examples of designated ELD that builds into and from content instruction are provided in brief snapshots in the grade-level sections. Lengthier vignettes illustrating ELA/literacy with integrated ELD and aligned designated ELD instruction also are provided in the grade-level sections. (For a lengthier discussion of integrated and designated English language development, see chapter 2 of this *ELA/ELD Framework*.)

Grade Two

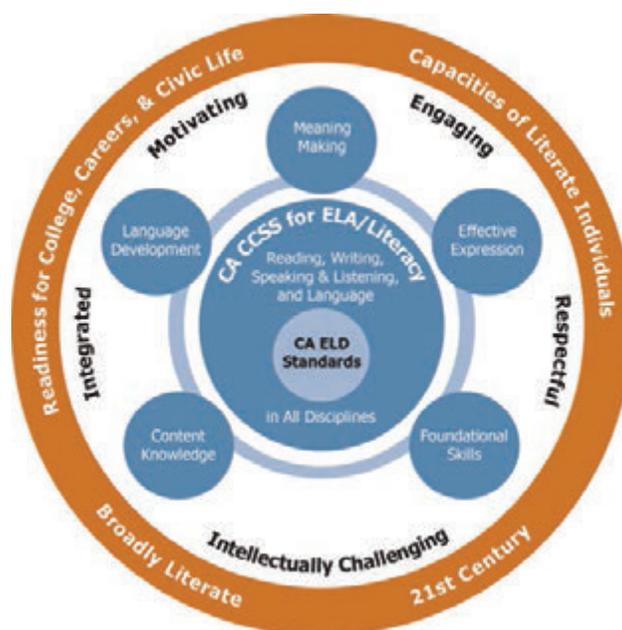
Grade two is an exciting year as children increasingly gain independence with written English and use their knowledge of the code and of language in general to achieve their own purposes. They engage with progressively more complex high-quality literary and informational text, expand their knowledge in the content areas, and continue to develop as effective communicators. Their vocabularies increase considerably as does their knowledge of text organization, grammatical structures, and language conventions. They work toward achievement of the grade-two CA CCSS for ELA/literacy throughout the day and across the curricula.

This grade-level section provides an overview of key themes of ELA/literacy and ELD instruction in grade two. It offers guidance for ensuring that ELs have access to ELA and content instruction, including integrated and designated ELD. Snapshots and vignettes bring several of the concepts to life.

Key Themes of ELA/Literacy and ELD Instruction in Grade Two

ELA/literacy and ELD instruction focuses on the key themes of **Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills** (see figure 4.13). Instruction should be age-appropriate, carefully sequenced, and responsive to children’s needs. Excellent first instruction is of paramount importance. Additional instructional support—sometimes specialized—is provided swiftly when needed; just as appropriately tailored learning opportunities are provided to children who demonstrate advanced understandings. All instruction occurs within the context of a motivating, engaging, and respectful environment that is intellectually stimulating and that integrates the strands of the language arts and integrates the language arts with other subject matter. Furthermore, instruction is sensitive to the social, emotional, physical, linguistic, and cognitive needs of young children as it conveys the delight and empowerment that accompanies literacy and language development.

Figure 4.13. Circles of Implementation of ELA/Literacy and ELD Instruction

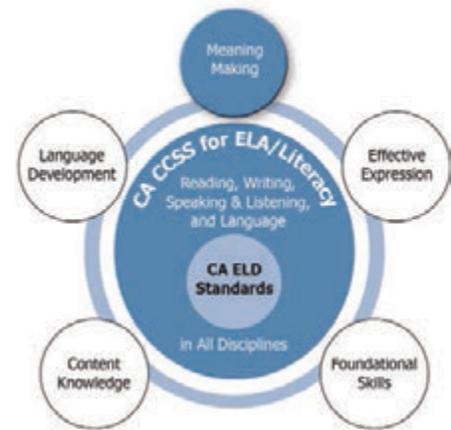


Meaning Making

Children in grade two demonstrate increasing independence in gaining meaning from texts they read on their own and from the texts they hear read aloud.

Literary and informational texts are selected in response to children's interests and, importantly, in alignment with other areas of the curricula. In terms of content knowledge building, the curricular themes/topics addressed in some of the content areas in grade two include the following:

- Social Studies Content for Grade Two, People Who Make a Difference: Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system. (California's History–Social Science Content Standards)
- Science for Grade Two: Students focus on Disciplinary Core Ideas, including ecosystems: interactions, energy, and dynamics; biological evolution: unity and diversity; earth's place in the universe; earth's systems; matter and its interactions; and engineering design; and Topics, including earth's systems: processes that shape the earth; structure and properties of matter; and engineering design. (California's Next Generation Science Standards)
- Visual and Performing Arts for Grade Two: Students learn about and engage in dance, music, theatre, and the visual arts, including historical and cultural contexts. (California's Visual and Performing Arts Content Standards)



It is crucial that teachers provide all students with opportunities to interact with more challenging and complex text so that the children continue to grow in their language and literacy abilities over the course of the school year.

Children independently read texts at their reading level. They also engage with more difficult (but not excessively difficult) texts with teacher support and instruction. It is crucial that teachers provide all students with opportunities to interact with more challenging and complex text so that the children continue to grow in their language and literacy abilities over the course of the school year. Teachers use a variety of strategies and approaches to facilitate literal and inferential comprehension. They engage students in discussions, posing questions that take students back to the text to identify the progression of an author's ideas or arguments or to note use of powerful or nuanced language that impacts meaning. They prompt students to reread

sections of a text for different purposes, such as looking at what a particular character says or does, examining how an author organized information, identifying an author's purpose, retrieving a quote that supports an interpretation, or finding words or phrases that influence readers' interpretations. They also teach students to carefully view images, such as diagrams and illustrations, in texts and determine their contributions to the meaning of a text.

Teachers also ensure that students engage in discussing and writing for meaning making purposes. Children learn to ask and answer questions of one another and of adults to clarify meaning (SL.2.1c; SL.2.3). They revise written work to better convey their ideas and information based on responses from adults and peers (W.2.5). (See the overview of the span and grade-three sections of this chapter for more discussion on meaning making.)

Language Development

Grade-two students are taught to describe how words and phrases supply rhythm and meaning in a story, poem, or song (RL.2.4). They come to understand the importance of word choice. They also learn to determine the meaning of words and phrases in informational texts (RI.2.4).

Students learn the following strategies for determining or clarifying unknown or multiple-meaning words in the context of grade-two texts and subject matter:

- Use sentence-level context as a clue to meaning. (L.2.4a)
- Determine the meaning of the new word formed when a known prefix is added to a known word. (L.2.4b)
- Use a known root word as a clue to the meaning of an unknown word with the same root. (L.2.4c)
- Use knowledge of the meaning of individual words to predict the meaning of compound words. (L.2.4d)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.2.4e)
- Students are provided many opportunities to use new vocabulary. (L.2.6)

As noted in the overview of the span in this chapter, it is crucial that students engage in wide reading, continue to listen to and discuss texts read aloud, and experience excellent content instruction and experiences that fuel language development. In short, children in grade two should have many opportunities to attend to and use language with peers and adults. Children continue to develop their awareness of language; they use their growing knowledge of language when writing, speaking, reading, or listening and learn to compare formal and informal uses of English (L.2.3).

Effective Expression

With instruction and frequent meaningful practice, children become increasingly skilled at expressing themselves through writing and in discussions and presentations. They focus both on the meanings of message and the form it takes, and they learn to employ grade-level language conventions, which contribute to the effectiveness of their expression.

Writing

The goal of writing instruction in grade two is to advance children's abilities to express their thoughts and knowledge skillfully. Children continue to learn that writing is a meaningful act, and they increasingly recognize that there are more and less effective ways to convey meaning—and that these ways vary depending upon their purpose and the content.

Children in grade two make progress in effectively expressing their opinions, providing information and explanations, and sharing stories (W.2.1–3). They add more detail to their work than they did as first graders, and they focus more on organization (W.2.4). They write in response to the content they are learning about in science, social studies, math, the arts, and other subjects, and they write in response to literary texts. They write in moments, such as when they compose a quickwrite or



jot notes in their science journal. They also write a single piece over multiple days, taking time to research a topic, reflect on their ideas and their work, and plan for and revise their writing.

In grade two, teachers do the following to support children's writing development:

- As in earlier grades, they read aloud daily from a broad range of literary and information texts, highlighting their varied purposes (such as to share an opinion, inform or explain, or tell a story), structures or organizations (such as narrative, description, cause and effect), and features (such as tables of contents). Some texts serve as *mentor* texts, that is, those that are excellent examples of a particular organization or language use that students may emulate for a specific task.
- They model writing, and they write with children using a variety of text types for a variety of purposes.
- They explicitly teach children how to organize different types of writing and provide opportunities for students to engage in collaborative writing tasks. (W.2.4)
- They model and engage children in revision and editing of sample texts and their own writing. (W.2.5)
- They ensure that children write daily.
- They ensure that children write for a variety of purposes. (W.2.1–3)
- They provide multiple opportunities for brief writing experiences. (W.2.10)
- They engage children in writing experiences that span several days and that undergo revision and refinement. (W.2.10)
- They ensure that children witness the value of writing in their teacher's life and their own lives.
- They teach children to write in every curricular area.
- They teach grade-level language conventions explicitly, including spelling, grammar, and punctuation. (See the discussions of language conventions throughout this chapter.)

In grade two, children learn more about writing as a process (W.2.5). They obtain feedback from others through individual conferences with the teacher and through peer sharing. Second graders use that feedback to guide revision and editing of their writing. When children share their writing with others and reflect on the feedback, they learn that the organization and language choices in their writing impact meaning. They also learn that writing effectively takes time, attention to feedback, and more than one draft.

An example of a second-grade student's narrative and an annotated analysis of the student's writing are presented in figure 4.14. The example and annotation are drawn from Appendix C (http://www.corestandards.org/assets/Appendix_C.pdf) of the CCSS where examples of other types of writing at this grade level also may be found.

The student's work in this example was produced in class, likely with teacher support. The author demonstrates progress toward achieving W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

When children share their writing with others and reflect on the feedback, they learn that the organization and language choices in their writing impact meaning. They also learn that writing effectively takes time, attention to feedback, and more than one draft.

Figure 4.14. Grade Two Writing Sample

My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were surprised because when they lost teeth the only thing they got is 50¢.

Annotation

The writer of this piece:

- Establishes a situation in time and place appropriate for what is to come.
 - *I recall one winter night. I was four. My sister and I were running down the hall and something happend.*
- Recounts a well-elaborated sequence of events using temporal words to signal event order.
 - *My sister and I were running down the hall **and** something happened . . . **But** not only did I cry . . . **Then** it felt funny. **Then** plop! There it was lying in my hand.*
- Includes details to describe actions, thoughts, and feelings.
 - *Boy! did we cry.*
 - *Then it felt funny.*
 - *So I ran down the hall, like I wasn't supposed to, and showed my mom and dad*
- Provides a sense of closure.
 - *They were suprised because when they lost teeth the only thing they got is 50¢.*
- Demonstrates growing command of the conventions of standard written English.

This piece illustrates the writer's largely consistent use of beginning-of-sentence capitalization and end-of-sentence punctuation (both periods and exclamation points). The pronoun *I* is also capitalized consistently, and almost all the words are spelled correctly. The writer sets off a parenthetical element with commas and uses an apostrophe correctly.

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C, 17.* National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Teachers carefully examine students' writing to determine each student's achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work, and they communicate students' progress with students and families. Teachers of EL children also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide students. See the overview of the span in this chapter for suggestions for formative assessment of writing.

Discussing

Children in grade two continue to build their discussion skills, and they converse regularly about shared and individually-read texts and learning experiences, including, for example, hands-on investigations in science and art and physical activities that contribute to their fitness and health. They discuss their ideas with one another as they engage in all subject matter. Sometimes the discussions among children are free-flowing as they express their reactions to their learning experiences; at other

times, teachers prompt and facilitate small group and large group discussions, guiding children to stay on topic and to request clarification from one another, as needed.

Like all human beings, young children have opinions about ideas and issues that may be different from those of their peers. They learn how to listen respectfully to diverse viewpoints and how to articulate their own points of view. Teachers ensure that all children feel comfortable contributing to discussions and that they have opportunities to do so.

In grade two, children learn to recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2). They also learn to give and follow more complex three- and four-step directions (SL.2.2a).

Presenting

Throughout the years of schooling, children have many opportunities to give presentations. Prior to grade two, children's presentations largely involved show-and-tell experiences and recitation of memorized poems, rhymes, and songs. Grade two marks the point at which children plan and deliver a formal narrative presentation that recounts a well-elaborated event that includes details, reflects a logical sequence, and provides a conclusion (SL.2.4a). In addition, children add drawings or other visual displays to enhance their presentations and, beginning in grade two, they create audio recordings of stories or poems. These more permanent presentations may be shared with a range of audiences over time.

Using Language Conventions

Children in grade two continue to learn and apply language conventions in order to communicate effectively in speaking and writing. See figure 4.15 for the conventions addressed in grade two (L.2.1–2). Children experience these conventions through teacher modeling, read alouds, and books read collaboratively or independently, and they are taught to apply them in their writing and speaking in rich and meaningful contexts. They learn that the purpose of conventions is to communicate messages in ways that can be best understood.

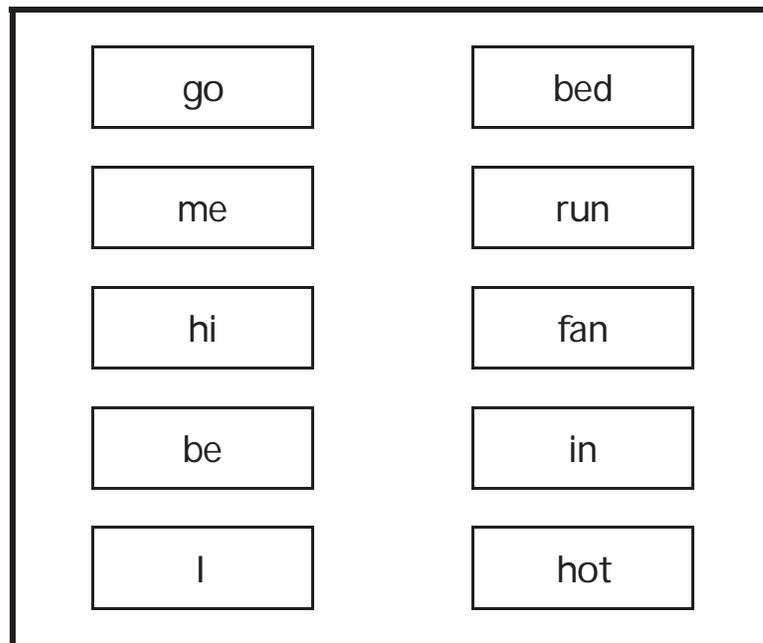
Figure 4.15. Language Conventions in Grade Two

Language Standard 1 (conventional grammar and usage in speaking and writing)	Language Standard 2 (conventional capitalization, punctuation, and spelling in writing)
<ul style="list-style-type: none"> a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences. g. Create readable documents with legible print. 	<ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

In grade two, children are expected to master the ability to create readable documents with legible print (L.2.1a). They were taught how to print upper- and lowercase letters in prior years, which included how to hold a pencil and form letters correctly. They are expected to achieve the ability to do so effortlessly by the end grade two, if not before. With ample attention and practice, including application in authentic writing activities, printing becomes relatively effortless. Skill with printing (and later cursive and keyboarding) frees writers to concentrate on conveying their ideas and allows for others to read the text they develop (Graham, and others 2012). Instruction is differentiated to address the range of skills with printing that grade-two students demonstrate.

Children learn spelling patterns (L.2.2d) through direct instruction and through exploration and close examination of words. A common practice that actively engages children is to have them sort selected word cards based on a pattern or principle. For example, at the appropriate time in the instructional sequence, the teacher works with children to learn about closed and open syllables. The teacher writes carefully selected single-syllable words on cards for students to sort. The teacher prompts the students to sort the cards into those with long vowel sounds and those with short vowel sounds. Children work in pairs to pronounce each word and to place them in the appropriate column, as in figure 4.16.

Figure 4.16. Cards Sorted by Long and Short Vowel Sounds



The teacher guides students to the understanding that generally when a vowel is followed by a consonant in a syllable, the syllable is *closed* and the vowel is pronounced with its short sound. They eventually apply this understanding to multisyllabic words, and they learn it may be helpful when they encounter new words in a text and as they write. Later, this principle is applied when they learn about doubling letters in word. The word *apple* is spelled with two *p*'s, although only one is heard. The additional *p* serves to close the initial syllable (*ap-ple*), thereby signaling a short vowel sound. The word *maple*, on the other hand, does not have a double *p*. The initial syllable is left open (*ma-ple*), thus the word is pronounced with the long *a* sound. Children understand that there is a logic to doubling letters. There are exceptions, but children develop an appreciation that learning to read and write written words is not simply a matter of rote memorization. (As noted previously, students who are deaf and hard of hearing do not have complete access to the sounds of English and therefore learn these skills using an alternate, visual route.)

Content Knowledge

Children in grade two use their growing independence in reading to explore interests and learn content in a variety of disciplines. As a part of independent reading and content instruction children have the opportunity to read books that broaden their understanding of the world around them. They select books that pique their interest and spur sustained focus. Teachers should have an independent reading program as specified in the wide and independent reading section in chapter 2 of this *ELA/ELD Framework*. See figure 4.17 for examples of books in science appropriate for grade two.

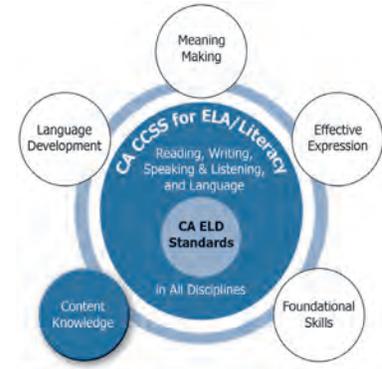


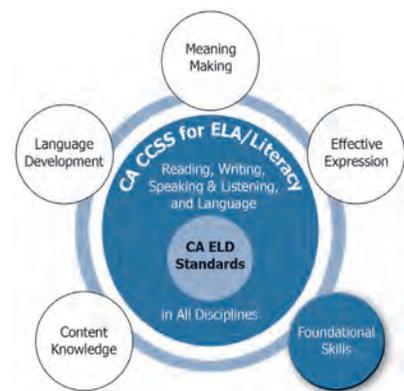
Figure 4.17. Books Related to Animals and Their Habitats

African Savanna by Donald Silver (1997)
Animal Habitats! (Williamson Little Hands Series) by Judy Press (2005)
Arctic Tundra by Donald Silver (1997)
Cactus Hotel by Brenda Z. Guiberson (1993)
Coral Reefs by Gail Gibbons (2010)
Deserts by Gail Gibbons (1999)
Desert Giants: The World of the Saguaro Cactus (Tree Tales) by Barbara Bash (2002)
The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynn Cherry (2000)
Introducing Habitats Series Crabtree Publishing Company
Pond by Donald Silver (1997)
Seashore by Donald Silver (1997)
Swamp by Donald Silver (1997)

Children discuss and write about what they read on a daily basis and often in connection with shared research topics. Content instruction is an important part of the instructional day in grade two. It is a time when children learn about their worlds, and they learn about the processes by which they can learn about their worlds. Furthermore, it is a time when can apply, and thereby strengthen understandings about, what they are learning to do in reading, writing, discussing, and presenting. All of this is done while studying a variety of content subjects and engaging in meaningful hands-on learning experiences and investigations.

Foundational Skills

In grade two, children continue to develop phonics and word recognition skills. They learn to read words with more complex spelling patterns, words consisting of two syllables, and words with common prefixes and suffixes. They also increase the number of irregularly spelled words that they can recognize by sight. Considerable focus is placed on building fluency with grade-level text.



Phonics and Word Recognition

Instruction in grade two fosters children’s knowledge of and ability to apply grade-level phonics and word analysis skills in decoding words both in isolation and in text (RF.2.3a–f). Figure 4.18 displays standards, with examples, that are targeted for achievement by the end of grade two. The standards build on foundational skills acquired in grade one. Assessment is crucial for determining whether children have, in fact, acquired the prerequisite skills. If not, instruction should target the needed skills and progress to grade-level standards as soon as reasonable for the individual student. Advanced learners may already demonstrate some, even many, of the grade-two skills. They should be provided instruction that furthers their knowledge. In other words, all students should be provided instruction that is intellectually stimulating and appropriately challenging.

Figure 4.18. Grade Two Standards in Phonics and Word Analysis Skills with Examples

Standard 3	Example
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	When children see the printed word <i>man</i> , they say the word and indicate that the vowel sound is short. When they see the printed word <i>ride</i> , they say the word and indicate that the vowel sound is long. They sort words into two categories: words with a short vowel sound and words with long vowel sound.
b. Know spelling-sound correspondences for additional common vowel teams.	When children see the printed vowel combination <i>ou</i> in the word <i>ouch</i> , they pronounce it correctly. When they see the vowel combination <i>aw</i> in the word <i>law</i> , they pronounce it correctly.
c. Decode regularly spelled two-syllable words with long vowels.	When children see the word <i>reader</i> , they recognize the long vowel team <i>ea</i> and the r-controlled vowel <i>er</i> and pronounce the word accurately.
d. Decode words with common prefixes and suffixes.	When children see the word <i>dislike</i> , they recognize the prefix <i>dis-</i> and the base word <i>like</i> and pronounce the word accurately. Other common prefixes include <i>un-</i> , <i>re-</i> , and <i>in-</i> . Common suffixes include <i>-s</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> .
e. Identify words with inconsistent but common spelling-sound correspondences.	When children see the words <i>team</i> and <i>head</i> , they recognize that the <i>ea</i> letter combinations are pronounced differently in the two words and say the words accurately.
f. Recognize and read grade-appropriate irregularly spelled words.	When children see the word <i>does</i> , they pronounce it accurately. The number of irregularly spelled words that they recognize by sight increases significantly.

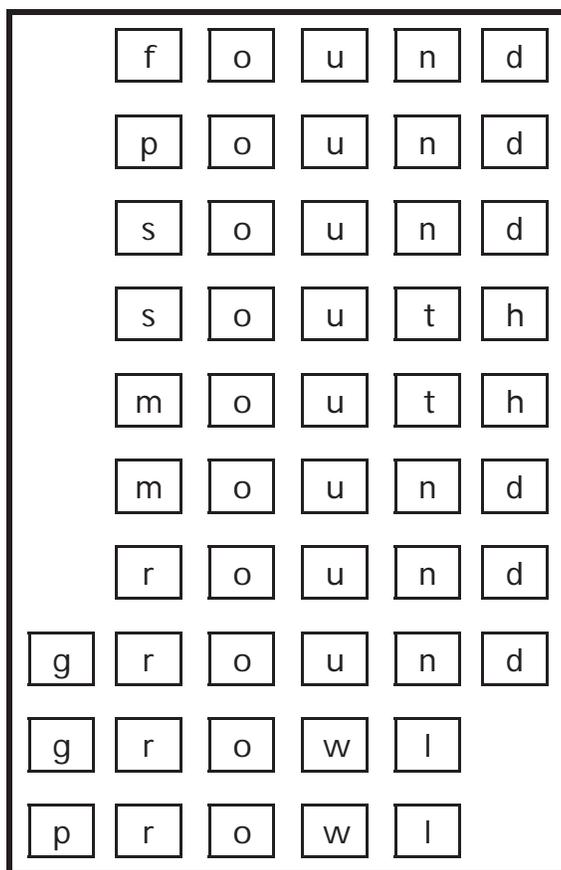
Instruction in phonics and word recognition is carefully sequenced so that less complex understandings precede more complex ones and new learning is built upon previously acquired knowledge.

One technique for teaching students to decode words is to engage them in building words using the letter-sound and spelling-sound correspondences they have learned. Students manipulate ceramic or magnetic letter tiles or move letters on an interactive white board to construct words as directed

by the teacher or other adult. (See the detailed description of word building and an example provided in the grade-one section of chapter 3 of this *ELA/ELD Framework*.) What follows is an example of a variation of a word building progression appropriate for grade two.

The teacher clearly pronounces a target word (in this case, *found*) and the students select letters from a manageable size group of letters to build the word. The teacher provides guidance as needed for success. After ensuring accuracy and encouraging the students to read the word aloud, the teacher announces a second word and students add, remove, or change one or two letters in their first word to form the second word, and so on. Prompts may be given, such as “Listen closely for the final sound; watch my mouth as I say the word,” “You will be using the new vowel team we learned for this word,” and “The spelling of the vowel sound we heard in the last word will be different in this next word due to the change in the neighboring letter—same vowel sound, different spelling.” The type, amount, and complexity of the changes in a progression will vary based on participants’ skills.

One technique for teaching students to decode words is to engage them in building words using the letter-sound and spelling-sound correspondences they have learned. Students manipulate ceramic or magnetic letter tiles or move letters on an interactive white board to construct words as directed by the teacher or other adult.



As noted in chapter 3, it is not uncommon for children who experience difficulty with decoding to demonstrate only *partial alphabetic decoding*; often they accurately decode the initial sound in a printed word but not the subsequent vowel(s) and consonant(s) (McCandliss, and others 2003). Word

building activities require students to attend to each sound and grapheme when they build and change words. In other words, the activity prompts *full alphabetic decoding*, which research indicates “plays a central role in the development of effective and efficient word recognition skills” (102).

Students’ skills vary, so word building activities are conducted with small groups of children who have similar skills. Over time, word building progressions target more difficult letter-sound and letter-spelling combinations and word forms, including words with inflectional endings and derivational affixes. (See also Spear-Swerling 2011 for a discussion and Cunningham and Hall [2001, 2008] for variations on word building.)

Children need to have opportunities to employ their developing phonics and word recognition skills as they read and write. The more children engage with the patterns and words they are learning, the more quickly the patterns and words become recognized in print and used effortlessly in writing.

Fluency

Connections should be made between children’s growing insights into the nature of written English and their application in meaningful text. Children need to have opportunities to employ their developing phonics and word recognition skills as they read and write. The more children engage with the patterns and words they are learning, the more quickly the patterns and words become recognized in print and used effortlessly in writing. The goal is that children will not have to expend significant amounts of mental energy decoding or spelling many words as they read and write, so their focus can be on meaning.

Fluency encompasses accuracy, appropriate rate (which demands automaticity), and prosody. Data from an extensive study of oral reading fluency provides the mean words read per minute (that is, the reading rate, which is a measure of automaticity) by students in grades one through eight in unpracticed readings from grade-level materials (Hasbrouck and Tindal 2006). Figure 4.19 presents the means for grade two. The researchers recommended that students scoring more than ten words below the 50th percentile be provided more extensive instruction in fluency.

Figure 4.19. Mean Oral Reading Rate of Grade Two Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement* *
90	106	125	142	1.1
75	79	100	117	1.2
50	51	72	89	1.2
25	25	42	61	1.1
10	11	18	31	.6
*WCPM = Words Correct Per Minute **Average words per week growth				
Source				
Hasbrouck, Jan, and Gerald A. Tindal. 2006. “Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers.” <i>The Reading Teacher</i> 57: 646-655.				

Rate is essential in that reading at a sufficient pace supports comprehension. It is important to note, however, that fluency instruction is not a matter of having students mindlessly race through text. Pace is just one aspect of fluency; the ultimate goal is comprehension. In order to use context to confirm or self-correct word recognition and understanding, as called for by the CA CCSS for ELA/Literacy (RF.2–5.4c), children need to attend to meaning as they read.

When evaluating how fluently children read, particularly ELs, it is critical to consider more than reading rate. English learners can be deceptively fast and accurate while reading aloud in English, but they may not fully comprehend the text.

Fluency rates should be interpreted cautiously for all children. They are particularly difficult to apply to speakers of languages other than English and to students who are deaf and hard of hearing and who use American Sign Language. When evaluating how fluently children read, particularly ELs, it is critical to consider more than reading rate. English learners can be deceptively fast and accurate while reading aloud in English, but they may not fully comprehend the text. A consistent focus on meaning making ensures that EL children attend to comprehension and not just speed.

In addition, common pronunciation or grammatical miscues that do not affect comprehension may occur.

Teachers should use caution in counting these miscues when

interpreting fluency as they are a natural part of developing English as an additional language and may or may not be miscues in need of instructional attention. As with all children, decisions about fluency are not made solely on the basis of reading rate or accuracy. When deaf or hard of hearing students storysign, they are actually interpreting the story from one language (printed English) to another (American Sign Language). In this case, fluency rates as listed in the figure do not apply.

An important component of fluency instruction is ensuring that children have learned the phonics and word recognition skills that allow them to identify words and have opportunities to practice those skills. Fluency instruction also includes many opportunities to listen to and practice fluent reading. Teachers serve as excellent models as they fluently read aloud a variety of text types daily with the intent of sharing a good story or interesting information. Children practice fluency when they engage in oral reading activities for which they rehearse (and so read the same text several times to ensure accuracy and appropriate expression and rate), such as choral reading of poetry or reader's theatre for an audience of peers or others. Most important, they read high quality literary and informational texts independently every day. The texts should be at a level of difficulty that allows children considerable success. Some children may choose to read more difficult texts occasionally because they are interested in the subject matter or enjoy the author. They may persist through the challenges. Some children may select texts that are considerably below their skill level, such as engaging or familiar stories that give them pleasure to read. However, reading only simple texts limits children's opportunities to build fluency and to further develop their comprehension skills and academic language. Children should be supported in selecting texts for independent reading, and teachers guide children based on their knowledge of their children's skills and interests.

An important component of fluency instruction is ensuring that children have learned the phonics and word recognition skills that allow them to identify words and have opportunities to practice those skills. Fluency instruction also includes many opportunities to listen to and practice fluent reading.

An Integrated and Interdisciplinary Approach

As noted throughout this framework, the CA CCSS for ELA/Literacy and the CA ELD Standards call for the integration of reading, writing, speaking, and listening. In addition, these two sets of standards are inextricably linked to every curricular area. Learning subject matter demands understanding and using the language of the subject to comprehend, clarify, and communicate concepts. The following two snapshots illustrate the integration of the language arts and other subject matter.

Snapshot 4.1. Understanding Erosion Integrated ELA and Science in Grade Two

In small groups, second graders engage in a hands-on science activity in which they pour water on mounds of sand and dirt in order to understand erosion. They change the amount of water and the number of times they pour water on the same mound, observing closely the effects on the sand and dirt. The experience draws “oohs” and “ahhs” from the children who enthusiastically discuss their observations. “Look at the big valley that created!” “Look where all the sand is going! There is almost none left on the mound!” Then the children individually write notes and draw sketches with labels in their journals. Students check with a peer to determine if their entries make sense. Throughout the activity and the journal writing, their teacher, Mrs. Dubois, circulates and supports students as needed. She prompts their use of domain specific vocabulary (e.g., *erosion*, *runoff*, *deposition*) in their discussions. She knows which students will need assistance recording their thoughts. She encourages individuals to add detail to their entries.

Later the students view Web pages on the topic of erosion, including some animations their teacher and the teacher librarian located, and they explore the images and text in books about erosion. They demonstrate their understandings of the content they have researched by engaging in a discussion with the teacher and peers. Mrs. Dubois’s observations of students’ understandings is supplemented by a few carefully planned questions designed to elicit statements about the students’ findings.

In small teams, and with guidance from the teacher and other adults, the children use digital cameras to take photographs of erosion on their school grounds. The photographs include images of small valleys created by rain runoff and a wearing down of the asphalt where there is high foot or vehicle traffic. The students insert the photos into a digital presentation using software such as PowerPoint, Keynote, or Prezi and add language to explain the images. A rubric for evaluating digital presentations by second graders had been shared and discussed previously. Children referred to it as they created their presentations and the teacher used it to provide feedback on drafts. The children share their final digital presentations with a neighboring class and enthusiastically decide to post it on the class Web page for families to view.

CA CCSS for ELA/Literacy: RI.1.7; W.1.2, 6; SL.1.2, 5; L.1.1–3, 6

Related CA Next Generation Science Standard:

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.]

Snapshot 4.2. Mystery Bags

Integrated ELA, ELD, Science, and Visual Arts in Grade Two

Ms. Li's second-grade students eagerly, but cautiously, reach into their mystery bags. Without peeking, they gently touch the object inside the bag, noticing its texture and shape. They shake the bag and listen carefully for sounds the object makes. They open the bag just a bit and fan the air above the opening in an effort to detect scents. Ms. Li asks the students to turn to a neighbor and share words that describe the as yet unseen object (what it feels and smells and may look like) without divulging what they think the object is. Then she invites volunteers to share descriptive words with the whole group and records them on a chart, using enough wait time to elicit many responses. Students describe the object as *rough*, *not too heavy*, *stiff*, and *hard*. They note that it *has points* and *is round*. One student says he feels a *sticky* substance and that the object *smells like a forest*.

Ms. Li then asks the students if anyone has an idea of the object's identity. She encourages them to whisper their thoughts to a neighbor and to explain their reasons for their guesses, using evidence from their observations and from the class-generated chart. She asks for volunteers to share their thoughts and their reasons with the entire group. Finally, the students are permitted to open their mystery bags and withdraw the object. It is a pine cone!

Ms. Li provides each student with a hand lens, and they busily examine their pine cones. She asks them what they see and records these additional observations on the chart. She also records questions that spontaneously arise from the students: *How many different kinds of pine cones are there? How long do pine cones stay on trees? Are there girl and boy pine cones? How big do pine cones get?*

"Great questions!" Ms. Li says. "Let's see what we can learn!"

Having anticipated their curiosity, she offers the students a variety of print resources about pine cones and also makes available the classroom laptops so students can access the library's databases and e-books. The students dive into the materials and excitedly talk with each other about what they discover.

After allowing them some time to explore the materials, Ms. Li calls the group back together and asks them to share what they learned. As she facilitates the discussion, Ms. Li asks the children to build on the comments of a peer if they have related information or details, and sometimes she asks a student to point out or read aloud the specific language from the resource material that supports what was shared. She also directs the students' attention to the questions they generated earlier and asks whether they found answers to any of the questions. And, she wonders aloud if there is anything else they want to know now that they have looked at the materials, adding their new questions to the chart. Ms. Li asks students to write the questions that were generated and their own observations in their lab notebooks. The chart with the descriptive words and questions and the other materials remain available to the students throughout the week. The students are encouraged to continue to pursue answers to their questions and add written reflections to their notebooks.

Later that week, Ms. Li has the children once again closely examine the pine cones, which have been kept available in the science station along with the chart and text resources. This time they create detailed observational drawings of their pine cones, including as much detail as they can and labeling the drawings with descriptive words and phrases. As Ms. Li circulates around the classroom, she uses some of the vocabulary and phrases the class discussed throughout the week. Ms. Li posts the observational drawings on the "Gallery Wall" so that

Snapshot 4.2. Mystery Bags Integrated ELA, ELD, Science, and Visual Arts in Grade Two (cont.)

children can view one another's and their own work. When parents, the principal, or other visitors come to the class, a designated "docent" explains the drawings and the process the class engaged in to generate them.

The next week, Ms. Li has the students work in small teams to plan and construct an accordion book about pine cones. Each team makes decisions about what information to include and how to organize their texts. Ms. Li reviews the specialized language and content knowledge they learned from their research and discussions, and she encourages the students to use the language and ideas in their writing. The students draft and revise and edit their texts, with support and feedback from Ms. Li. They glue into their books the observational drawings they made of their pine cones, as well as other illustrations. With support, the students bind the pages of their book together. Then the teams formally share their books with one another. The books are then placed in the class library for all to enjoy.

CA CCSS for ELA/Literacy: RI.2.2, 7; W.2.2, 4, 5, 7; SL.2.1; L.2.1, 2, 6

CA ELD Standards: ELD.PI.1-3, 6, 10, 12b; ELD.PII.1

Related CA Next Generation Science Standard:

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Related CA Visual and Performing Arts Content Standards:

Visual Arts 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

Visual Arts 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.

Related CA Model School Library Standard:

2-3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding.

Source

Adapted from

Yopp, Ruth H. 2006. "Enhancing Hands-on Science Experiences with Informational Text: Learning about Pine Cones." *Science Activities* 43 (3): 31-34.

English Language Development in Grade Two

In second grade, EL students learn English, learn content knowledge through English, and learn about how English works. English language development occurs throughout the day across the disciplines and also during a time specifically designated for developing English based on EL students' language learning needs. In integrated ELD, second-grade teachers use the CA ELD Standards to augment the ELA/literacy or other content instruction they provide. For example, after a teacher has read a story several times and then asks students to discuss a text-dependent question with a partner, she uses the CA ELD Standards to provide differentiated support to her ELs at varying levels of English language proficiency. She asks the class the question, "What do you think the main character learned in this story? How do you know?" She supports her ELs

English language development occurs throughout the day across the disciplines and also during a time specifically designated for developing English based on EL students' language learning needs.

at the Emerging level of English language proficiency to respond meaningfully to the question with an open sentence frame (e.g., I think ____ learned ____ because ____), which she posts for later reference. She asks the children to repeat the sentence frame with her once or twice before they use it with their partners. She also has them sit near her, so she can prompt them to share their ideas, provide modeling for them, or provide other forms of substantial scaffolding. Previewing stories and other texts (or having students read the texts, or reading them aloud to students) in their primary language also can support their comprehension of the story in English and their ability to interact in conversations about the text in English.

English learners at the Expanding and Bridging levels of English language proficiency generally require less intensive linguistic support. However, all children need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 4.20 presents a section of the CA ELD Standards a teacher might use in planning this type of differentiated instructional support during ELA.

Figure 4.20. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum		
Emerging	Expanding	Bridging
<p>5. Listening actively Demonstrate active listening to read alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.</p>	<p>5. Listening actively Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.</p>	<p>5. Listening actively Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>

Designated ELD is a protected time during the regular school day during which qualified teachers work with EL children grouped by similar English language proficiency levels and focus on the critical language students need to develop to be successful in school subjects. Designated ELD time is an opportunity to support EL students to develop the linguistic resources of English they need to engage with, make meaning from, and produce content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during designated ELD instruction. However, the content focus is derived from ELA and other content areas. The main instructional emphases in designated ELD are the following:

- Building students' abilities to engage in a variety of collaborative discussions about content topics and texts
- Developing students' understanding of—in reading and listening—and proficiency using—in speaking and in writing—the academic vocabulary and various grammatical structures encountered in second-grade texts and tasks

Designated ELD is a protected time during the regular school day during which qualified teachers work with EL children grouped by similar English language proficiency levels and focus on the critical language students need to develop to be successful in school subjects.

- Raising students' language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). Language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language using these language resources. During designated ELD instruction children engage in discussions related to *the content knowledge* they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also *discuss the new language* they are learning to use. For example, students might learn about the grammatical structures of a particular complex text they are reading in science or ELA, or they might explicitly learn some of the general academic vocabulary used in the texts they are reading in ELA or social studies.

This intensive focus on language, in ways that build into and from content instruction, supports students' abilities to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge. Examples of designated ELD instruction aligned to different content areas are provided in the following snapshots as well as in the vignettes. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see chapters 1 and 2 in this *ELA/ELD Framework*.

Snapshot 4.3. Language Used in Informational Text Designated ELD Connected to Science in Grade Two

In science, Mr. Chen is teaching his students about interdependent relationships in ecosystems. The students have planted different kinds of plants in the school garden and are now determining which kinds of insects are beneficial or detrimental to the plants and why, including the role of pollinating insects. The children engage in collaborative discussions about the informational texts they read on the topic, the multimedia they view, and what they observe in the garden and record in their science journals.

During designated ELD, Mr. Chen works with his EL students at the Bridging level of English language proficiency. He facilitates a discussion about the language used in the informational science texts the class is reading and the language needed to engage in science tasks, such as observing insects in the garden and then discussing the observations or recording them in writing. This language includes domain-specific vocabulary (e.g., *beneficial insects, pollinators, pests*), general academic vocabulary (e.g., *devour, gather*), and adverbials, such as prepositional phrases (e.g. *with its proboscis, underneath the leaf, on the stem*). He highlights some of the language patterns in the informational texts students are reading (e.g., *most aphids, some aphids, many aphids*), as well as some complex sentences with long noun phrases that may be unfamiliar to students (e.g., *As they feed in dense groups on the stems of plants, aphids transmit diseases. Whereas the caterpillars of most butterflies are harmless, moth caterpillars cause an enormous amount of damage.*). He guides the students to “unpack” the meanings in these phrases and sentences through lively discussions.

Snapshot 4.3. Language Used in Informational Text Designated ELD Connected to Science in Grade Two (cont.)

Mr. Chen strategically selects the language from the texts that he will focus on in instruction, and he also points out to students that this language is a model for students to draw upon when they write about or discuss the science content. He structures opportunities for the students to practice using the new language in collaborative conversations and in writing. For example, he asks them to provide rich oral descriptions of the characteristics and behavior of the caterpillars and butterflies they have been observing, using their science journals and books they have at their tables. To support their descriptions, he asks them to draw a detailed picture of one insect and he shows them a chart where he has written the words *structure* in one column and *functions* in another. The class briefly generates some ways to describe the physical structures of insects (e.g., head, thorax, abdomen) and functions (e.g., to sense and eat . . . to move and fly . . . to hold organs to survive or reproduce) of these structures. He writes these brainstormed phrases and words on a chart for students to use as they label and discuss their drawings.

He asks the students to engage in a partner discussion to first describe the characteristic structures and behavior of the insects and then to discuss how the insects are beneficial or detrimental to the plants and why, using evidence from their science journals. He prompts them to use a chart with reminders for effectively contributing to conversations (e.g., take turns, ask good questions, give good feedback, add important information, build on what your partner says). Following their collaborative conversations, Mr. Chen asks the students to work together to write a concise explanation that captures their discussion and to use precise language (by expanding their ideas with adjectives or prepositional phrases and structuring their sentences by combining ideas, for example). He asks them to first discuss with their partners what they will write, and he tells them that they must both write and write the same thing. This requires the students to negotiate and justify their ideas, which, Mr. Chen observes, supports them to clarify their thinking.

When he reviews the students' writing, he uses a guide based on the CA ELD Standards and tailored to the writing goals of this unit of study, in order to gain a better understanding of which language resources students are "taking up" and feeling confident about using and which language resources he needs to focus on more intensively.

Primary CA ELD Standards Addressed in Designated ELD: ELD.PI.2.1, 4, 6, 10, 12; ELD.PII.2.3–7

CA CCSS for ELA/Literacy: SL.2.1; L.2.6; W.2.2, 4

Related CA Next Generation Science Standard:

2-LS2-2A (Interdependent relationships in ecosystems)

Snapshot 4.4. Academic Vocabulary Used in Biographies Designated ELD Connected to History–Social Science in Grade Two

In social studies, Mr. Torres’s class is learning about the importance of individual action and character and how heroes from long ago and the recent past have made a difference in others’ lives (e.g., Dolores Huerta, Abraham Lincoln, Harriet Tubman, Yuri Kochiyama, Martin Luther King, Jr.). Mr. Torres takes care to emphasize historical figures that reflect his students’ diverse backgrounds. The class reads biographies of the heroes, views multimedia about them, and discusses the details of their lives and their contributions to society. Ultimately, they will write opinion pieces about a hero they select.

During designated ELD, Mr. Torres selects some of the general academic vocabulary used in many of the biographies to teach his ELs at the Emerging level of English language proficiency during designated ELD. These are words that he would like for students to internalize so that they can use them in their discussions, oral presentations, and writing about the civil rights heroes, and he knows he needs to spend some focused time on the words so that his ELs will feel confident using them. For example, to teach the general academic vocabulary word *courageous*, Mr. Torres reminds the students where they encountered the word (in the biography they read that morning), provides them with a student-friendly definition (e.g., when you’re courageous, you do or say something, even though it’s scary), and models how to use the word through multiple examples (e.g., Dolores Huerta was courageous because she protested for people’s rights, even when it was difficult). He then assists the students in using the word in a structured exchange with a prompt that promotes thinking and discussion (e.g., How are you courageous at school? Be sure to provide a good reason to support your opinion). He provides a strategically designed open sentence frame that contains the general academic word so that students will be sure to use it meaningfully (i.e., At school, I’m *courageous* when ____). He prompts the students to share their responses in pairs and then to ask one another follow up questions that begin with the words *why*, *when*, *what*, *who*, and *how*.

In social studies and ELA, Mr. Torres intentionally uses the words he is teaching his students during designated ELD so that his EL students will hear the words used multiple times in a variety of situations, and he encourages the students to use the words in their speaking and writing about the heroes they are learning about.

CA ELD Standards (Emerging): ELD.PI.2–3.1, 5, 11, 12b; ELD.PII.2–3.5

CA CCSS for ELA/Literacy: SL.2.6; L.2.5, 6

Related CA History–Social Science Standard:

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives . . .

Snapshot 4.5. Mathematical Word Problems Designated ELD Connected to Mathematics in Grade Two

In mathematics, Mrs. Cooper teaches her students to solve word problems, to explain their thinking, and to justify their arguments for solving a problem in a particular way. She models how to solve word problems and she thinks aloud for students, using drawing and other visuals as she does to make her thinking process visible. She models how to identify language that reveals what kind of word problem she is solving (e.g., *How many are left? How many are there altogether? How many more are there?*), how to identify the important information for solving the problem, and how to apply math content knowledge to solve the problems. She provides many opportunities for her students to practice; they collaboratively solve word problems with peers and explain how they solved the problems, using their drawing and writing to justify their assertions.

During designated ELD, Mrs. Cooper works with a small group of ELs at the Expanding level of English language proficiency to help them understand and gain confidence asking and answering questions about problem solving, using mathematical language. She asks them to explain to one another in partners how they solved the word problems they worked on during math instruction, and she posts a few text connectives (first, then, next) as well as a few subordinating conjunctions (because, when, so) to support them in their explanations. She tells them that it is the responsibility of the listening partner to ask clarifying questions when things are not clear or are partially accurate, and she draws their attention to their “collaborative conversations” chart, which has phrases and sentence stems they can use (e.g., Can you explain that again? I’m not sure I understood what you meant by ____.) She listens carefully as the students explain their thinking, and she provides “just-in-time” scaffolding when students have difficulty asking or answering questions.

During math instruction, Mrs. Cooper observes her EL students as they continue to interact with one another while solving word problems, and she provides judicious corrective feedback to ensure that the children are exchanging information and ideas effectively and using mathematical language appropriately while also applying correct math practices and content knowledge.

CA ELD Standards (Expanding): ELD.PI.2–3.1, 3, 12b

Related CA CCSS for Mathematics:

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

ELA/Literacy and ELD in Action in Grade Two

The research-based implications for ELA/Literacy and ELD instruction were outlined in preceding sections of this chapter and in chapters 1 and 2 of this *ELA/ELD Framework*. In the following section, detailed examples illustrate how the principles and practices look in California classrooms. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers can enact the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of reading complex texts closely, intentionally, and thoughtfully to derive meaning. Teachers prepare repeated reading lessons of complex texts carefully and purposefully before teaching them, taking into consideration the challenges and opportunities the texts present, as well as students' readiness to address these challenges. Teachers select challenging texts that are worth reading and rereading, analyze the texts ahead of time to determine critical areas of focus and challenging aspects, and plan a sequence of lessons that build students' abilities to read the text—and others—with increasing independence. This requires teachers to analyze the cognitive and linguistic demands of the texts, including the sophistication of the ideas and content, students' prior knowledge, and the complexity of the vocabulary, grammar, and organization.

During instruction, teachers model how to read text closely by thinking aloud for students, asking themselves questions and highlighting the language and ideas that stand out to them as they read. Teachers provide concrete methods for students to read more analytically and guide students to frequently read complex texts using these methods with appropriate levels of scaffolding. Second graders need many opportunities to read a wide variety of both literary and informational complex texts and to discuss the texts they are reading, asking and answering literal (“on the surface”) and inferential (“below the surface”) text-dependent questions to extract and construct meanings from the text and to analyze and evaluate how well authors present their ideas.

Second graders need many opportunities to read a wide variety of both literary and informational complex texts and to discuss the texts they are reading, asking and answering literal (“on the surface”) and inferential (“below the surface”) text-dependent questions to extract and construct meanings from the text and to analyze and evaluate how well authors present their ideas.

Importantly, for all students, and especially ELs and other language minority students, teachers explicitly draw attention to text structure and organization and to particular language resources (e.g., text connectives, long noun phrases, types of words used) in the complex texts that help authors convey particular meanings. Examples of specific language resources students can learn to identify and use intentionally are text connectives to create cohesion (e.g., *for example, suddenly, in the end*); long noun phrases to expand and enrich ideas in sentences (e.g., *the tiny green caterpillar hidden behind the leaf*); and complex sentences to combine ideas and establish relationships between ideas (e.g., *After it rained, the seeds emerged from the soil.*). Providing students with opportunities to discuss the language of the complex texts they read enhances their comprehension of the texts while also developing their language awareness.

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this framework. Lesson planning should anticipate year-end and unit goals, respond to students' needs, and incorporate the framing questions displayed in figure 4.21.

Figure 4.21. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/Literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in the preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

Vignette 4.1 presents a portion of an instructional unit and a closer look at a reading lesson. In this vignette, the focus of instruction is on close reading prompted by text-dependent questions. The teacher uses the framing questions in figure 4.21 to plan and implement ELA instruction with all students, with the addition of integrated ELD for ELs.

Vignette 4.1. Close Reading of *Lilly's Purple Plastic Purse* (Narrative Text) ELA Instruction in Grade Two

Background

Each month, Mrs. Hernandez's class of 35 second graders conducts an author study. Mrs. Hernandez selects the authors based on the rich language they use and the many opportunities the literacy texts provide for students to make inferences about ideas and events in the stories and engage in extended text-based discussions. The compelling plots motivate the children to read the books multiple times. This month, students are enjoying books by author Kevin Henkes. Mrs. Hernandez's class comprises 25 children who are native English speakers or bilingual children proficient in English, and ten children who are ELs. Two are at the Emerging level of English language proficiency, six are at the Expanding level, and two are at the Bridging level.

Lesson Context

Mrs. Hernandez reads some of Kevin Henkes books' aloud to the whole class. Students then explore other books by Henkes in small reading groups while their classmates work in partners or small groups at literacy stations (e.g., the listening station, the writing station, the partner reading station). During her read alouds, she sometimes *code switches* between English and Spanish to provide scaffolding for her two Spanish-speaking ELs who are at the Emerging level of English language proficiency and are fairly new to English (newcomer ELs). She sometimes previews the stories for them in Spanish or asks a parent who is fluent in Spanish to do so.

Today, Mrs. Hernandez is working with a small reading group of six children (two are ELs at the Bridging level, two are bilingual students who are not ELs, and two are native speakers of English only). They are reading *Lilly's Purple Plastic Purse*. Mrs. Hernandez helps students read the text closely by thinking about and discussing text-dependent questions. Yesterday, when the group read the book for the first time, Mrs. Hernandez asked text-dependent questions focused on literal comprehension. Today, she will stop at strategic points in the text and guide the children to discuss text-dependent questions targeting inferential comprehension of the text. The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today's lesson are the following:

Vignette 4.1. Close Reading of *Lilly’s Purple Plastic Purse* (Narrative Text) ELA Instruction in Grade Two (cont.)

Learning Target: The students will answer *on-the-surface* and *below-the-surface* text dependent questions while reading a text closely.

Primary CA CCSS for ELA/Literacy Addressed:

RL.2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; RL.2.3 – Describe how characters in a story respond to major events and challenges; W.2.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; SL.2.1 – Participate in collaborative conversations with diverse partners . . .

Primary CA ELD Standards Addressed (Bridging):

ELD.PI.1 – Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback; ELD.PI.3 – Offer opinions and negotiate with others in conversations . . . ; ELD.PI.6 – Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts . . . with light support; ELD.PI.11 – Support opinions or persuade others by providing good reasons and detailed textual evidence . . .

Lesson Excerpts

Mrs. Hernandez signals her class to proceed to their literacy stations, and within moments, her reading group is seated at the teaching table with their materials. She points to the *on-the-surface* question card in front of her and asks the children to read chorally with her what is written on it. She recalls yesterday’s questions about the story and reminds students that good readers are constantly asking themselves questions about what they are reading.

On-the-Surface Question Card

What is this part mostly about?
What is happening?
Who is involved in what’s happening?
When and where is it happening?

Mrs. Hernandez: Yesterday, we learned a lot about Lilly, didn’t we? Can anyone tell me what we know about Lilly and about this book so far?

Jamal: It’s about Lilly. She’s a mouse. At the beginning, she really likes her teacher, but then she was being really annoying, and he took her purse, so she was mad. (Pauses.)

Ana: I have something to add on to you. Then Mr. Slinger gave her back her purse, and she liked him again.

Mrs. Hernandez: Okay, that was a nice review of what we discussed yesterday, and great use of the word *annoying*, Jamal. Today, we’re going to go below the surface to read the story even more closely.

Vignette 4.1. Close Reading of *Lilly's Purple Plastic Purse* (Narrative Text) ELA Instruction in Grade Two (cont.)

Mrs. Hernandez places the *below-the-surface* card on the table and asks the students to read what is written on it with her. She explains that they will be using this card to ask themselves questions as they read today.

Below-the-Surface Question Card

How does the author let us know ____?

Why does ____ happen? How do we know?

What if ____? How do we know?

Would ____? How do we know?

Mrs. Hernandez: Often, the author will not come right out and tell you what is happening or what a character is thinking or feeling, so you have to go *below-the-surface* to get to the deeper meanings. These questions will help us to do that.

Mrs. Hernandez asks her students to reread the text with her. At strategic points, she stops and poses a few text-dependent questions that she has prepared in advance using the language frames on the card. She has the children discuss the questions, locating evidence in the book to support their ideas. She has modeled using textual evidence to answer questions numerous times during teacher read alouds and has engaged the students in discussions about these types of questions, but doing this with the texts they are reading themselves is relatively new for students. Discussing the *below-the-surface* questions is challenging for the children at first, so Mrs. Hernandez guides them as they articulate their thoughts and find textual evidence to support their ideas.

Mrs. Hernandez: Why do you think Mr. Slinger wasn't angry at Lilly for drawing and writing mean things about him?

Steven: I think he wasn't angry because he's nice. And he's a teacher, so he has to be nice.

Elodie: I have something to add on to what you said. I think he wasn't angry because he saw that Lilly was really, really sorry.

Mrs. Hernandez: What do you think, Charles?

Charles: I agree with Steven that Mr. Slinger is a nice teacher, but I also agree with Elodie. I think he wasn't angry because he saw Lilly was sorry she did all those things.

Mrs. Hernandez: Hmm. Can you say more about what "all those things are?"

Charles: (Shrugs).

Mrs. Hernandez: Let's go into the book to see if we can find some textual evidence to support your idea. (Pauses and waits so the children have an opportunity to find evidence on their own.)

Vignette 4.1. Close Reading of *Lilly's Purple Plastic Purse* (Narrative Text) ELA Instruction in Grade Two (cont.)

- Jamal: I think he saw she was really sorry because it says she wrote a letter and drew a picture. The story says that Lilly is really sorry and everyone forgave her. And in the picture, it says he's kind, good, and nice.
- Sara: I have something to add on to you. Lilly's father baked some no-frills cheese balls, and her mother wrote a note. And then on this page, he tastes the cheese balls and reads the note. And then he says "wow."
- Eva: Yeah, that's a good idea, Sara. I think Lilly was proving she was really, really sorry, and he had to forgive her.
- Mrs. Hernandez: What do you think he meant when he said "wow?"
- Eva: I think he meant "I forgive you."
- Jamal: I think he meant he wasn't angry at her anymore.
- Mrs. Hernandez: Okay, so it sounds like you found evidence that Mr. Slinger wasn't angry with Lilly anymore just because he was a nice teacher. It looks like the evidence shows that he forgave her because she did all those things you discussed to deserve forgiveness. Do you think he could see that she was really sorry?
- Children: (In unison.) Yes!

At the end of the lesson, Mrs. Hernandez sends the group to the writing station to complete a writing task in pairs that involves choosing one of the text-dependent questions they discussed during reading group, conferring about it again, and using a template to write their opinion, including supporting textual evidence. Mrs. Hernandez has guided students through this process before, but this is the first time that the children will be doing it on their own.

Before placing their opinion pieces in their writing folders to review the next time they meet with Mrs. Hernandez, the students first share what they wrote with two classmates, who offer feedback about the strength of the writer's statements: Do the statements make sense? Is the evidence enough to support the ideas. Is their other evidence from the text that would make the writer's ideas more convincing? What other words could be used? Mrs. Hernandez walks around the room, observing and listening to students as they engage in peer discussions. She has taught her students to cross out words or sentences and then rewrite them on the same piece of paper (rather than erasing what they wrote) which allows her to see how they revised their opinion pieces. At the end of the lesson, students write in their reflection journals, commenting on how well they think they followed pre-established norms for providing peer feedback and how helpful the peer feedback they received actually was.

Teacher Reflection and Next Steps

The next time this reading group meets with Mrs. Hernandez, she will guide them to think more deeply about the meanings the author is trying to convey. She will use a *deeper dive* question card to guide them as they answer text-dependent questions.

Vignette 4.1. Close Reading of *Lilly’s Purple Plastic Purse* (Narrative Text) ELA Instruction in Grade Two (cont.)

Deeper Dive Question Card

What do you think the author wants us to *understand about* _____?

How does the author use special words to show us _____?

How does the author play with *language* to add meaning?

When Mrs. Hernandez meets with her second-grade teaching team, she tells them about using the question cards in her reading groups and shares how the lessons went. Even though the below-the-surface text-dependent questions were challenging for her students, she could see that they were engaged in talking about the texts and finding evidence to support their ideas. She also shares that recently she has noticed that during collaborative conversations about texts she read aloud her students now attend much more to what it says in the text rather than relying solely on background knowledge or guessing. She concludes that paying attention to text-dependent questions in her small reading groups and whole group teacher read alouds has contributed to her students’ development of these skills.

Resource

Henkes, Kevin. 1996. *Lilly’s Purple Plastic Purse*. New York: Greenwillow Books.

Additional Information

Web sites

- Achieve the Core has resources for creating text-dependent questions (<http://achievethecore.org/page/710/text-dependent-question-resources>), as well as sample lessons (<http://achievethecore.org/>).

Recommended reading

Boyles, Nancy. 2012/13. “Closing in on Close Reading.” *Educational Leadership* 70 (4): 36-41.

Designated ELD Vignette

The example in vignette 4.1 illustrates good teaching for all students with particular attention to the language learning needs of ELs through integrated ELD. English learners additionally benefit from intentional and purposeful designated ELD instruction that stems from and builds into content instruction. Vignette 4.2 illustrates how designated ELD can build from and into lessons on close reading during ELA. This vignette focuses on closer analysis of the language of the texts students are reading in ELA.

Vignette 4.2. Discussing “Doing” Verbs in *Chrysanthemum* Designated ELD Instruction in Grade Two

Background

Mrs. Hernandez’s class is conducting an author study of Kevin Henkes (see vignette 4.1). Mrs. Hernandez has observed that her ELs at the Expanding level of English language proficiency find the inferential text-dependent questions she poses during teacher read alouds and in small reading groups challenging, especially when the language the author uses is somewhat nuanced. She wants to find ways to help them understand the inferential text-dependent questions and effectively convey their understandings of the questions in English. To this end, she plans to explicitly address the language that may be making it difficult for students to make inferences and respond to the text-dependent questions.

Vignette 4.2. Discussing “Doing” Verbs in *Chrysanthemum* Designated ELD Instruction in Grade Two (cont.)

Lesson Context

Mrs. Hernandez meets with her colleagues to discuss her observations. The other second-grade teachers share that some of their students are experiencing the same types of challenges she describes. As the team examines the types of questions students are having difficulty with and the language in the texts that students need to interpret in order to answer the questions, they discover that some of the textual challenges stem from the way the author shows how a character feels or what the character is thinking. Sometimes authors do not explicitly state such things, but rather suggest emotions and thoughts through behavior and dialogue. Instead, authors show emotions and thoughts through behavior and dialogue.

When the teachers comb through the storybooks for examples of this use of language, they discover that there are quite a few instances. For example, in Kevin Henkes’ book, *Chrysanthemum*, instead of writing “She’s sad,” Henkes writes that the main character “wilts” when her classmates tease her about her name. Instead of writing “She’s nervous,” he writes that she “drags her feet in the dirt.” The teachers also notice that “sad” and “nervous” are adjectives, whereas “wilts” and “drags” are verbs. They decide that this is an important language feature to point out to their EL students, as the children may not notice this on their own. Using resources from recent professional learning sessions provided by their district, Mrs. Hernandez and her colleagues plan a series of designated ELD lessons that delve more deeply into how authors use different types of verbs to show how a character is feeling. The learning target and cluster of CA ELD Standards for today’s lesson, during which Mrs. Hernandez will work with a group of EL children at the Expanding level of English language proficiency, are the following:

Learning Target: The students will describe how authors use verbs instead of adjectives to show how a character is thinking or what they are feeling.

Primary CA ELD Standards Addressed (Expanding):

ELD.PI.2.1 – Contribute to class, group, and partner discussions . . . ; ELD.PI.2.6 - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support; ELD.PII.2.3 – Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.

Lesson Excerpt

During designated ELD, Mrs. Hernandez explains to her students that they are going to be looking carefully at one way that Kevin Henkes makes his writing so interesting. He uses *doing* verbs to show how his characters are feeling or what they are thinking. She opens the book, *Chrysanthemum*, to the page just after the complication stage of the story began.

Mrs. Hernandez: Children, remember when we read the story, *Chrysanthemum*, and how the children teased the main character because of her name? Here it says, “Chrysanthemum wilted.” How does Kevin Henkes show how Chrysanthemum is feeling at this point in the story?

Noé: She’s sad because they’re teasing her.

Vignette 4.2. Discussing “Doing” Verbs in *Chrysanthemum* Designated ELD Instruction in Grade Two (cont.)

- Mrs. Hernandez: Yes, she is sad. But Kevin Henkes does not just say, “she’s sad,” does he? He uses the word “wilted,” and he uses this word for a reason. Usually, we use the word “wilt” when a flower is dying and folding over like this. (Mrs. Hernandez acts out the word). Let’s say “we’re wilting” together and pretend we are flowers wilting. Ready?
- Children: (Chorally, while acting out the word) We’re wilting.
- Ibrahim: That’s how Chrysanthemum felt. She felt like a flower that’s wilting.
- Noé: (Excited). And Chrysanthemum is a flower, too!
- Mrs. Hernandez: That’s right. So, what you are saying, is that Kevin Henkes did not just tell us “she’s sad.” Instead, he showed us how she was feeling, and he used a doing verb, *wilt*, to show us. We are going to take a look at some other places where Kevin Henkes uses doing verbs—instead of using adjectives, like *sad* or *happy*—to show how characters are feeling or what they’re thinking.

Mrs. Hernandez shows the children a chart she made. In one column, there is a place to record what Kevin Henkes wrote. In a second column, there is a place for the children to record what the text means using *being/having* verbs (*relating*) or *thinking/feeling* verbs (*sensing*). She explains that examples of being/having verbs that relate one piece of information to another are sentences such as “I *am* a teacher.” or “I *have* a pencil.” Examples of thinking/feeling verbs are “She *thought* it was recess time.” or “She *felt* happy.” She does not dwell too much on the terms as she will come back to them over the next few weeks.

Mrs. Hernandez continues to model finding instances in *Chrysanthemum* where the author uses doing verbs to show how the characters felt or what they thought. First, she reads the sentence and has the children turn to a partner to discuss what they think the sentences mean. She then asks a few students to share the ideas they discussed with the whole group, and she writes them on the chart. As she writes the sentences, she uses a different color for the verbs in each column.

Using Verbs to <i>Show</i> and <i>Tell</i>		
Story	What it says in the story Showing with <i>doing</i> verbs	What it means Telling with <i>being/having</i> and <i>thinking/feeling</i> verbs
<i>Chrysanthemum</i>	Everyone <i>giggled</i> upon hearing Chrysanthemum’s name.	They <i>thought</i> her name was funny.
	Chrysanthemum <i>wilted</i> .	She <i>was</i> very sad.
	Chrysanthemum <i>walked</i> to school as slowly as she could.	She <i>was</i> nervous about going to school.
	She <i>loaded</i> her pockets with her most prized possessions and her good luck charms.	She <i>didn’t feel</i> safe.

Vignette 4.2. Discussing “Doing” Verbs in *Chrysanthemum* Designated ELD Instruction in Grade Two (cont.)

Mrs. Hernandez: What do you notice about the verbs the author is using, the ones in the left hand column (pointing)?

Noé: The author is showing the characters are doing something. They're not feeling or thinking about it. Over there, it says, “she was sad,” and that's describing her, how she feels.

Ana: I want to add on to what Noé said. He—Kevin Henkes—he didn't say she was sad, but he did say it. He said it with showing us what she did, how she acted.

Mrs. Hernandez: Yes, showing us what characters are doing is one way that authors tell us about what the characters are thinking or feeling. It makes their writing more interesting. It's okay to say things like, “she's sad,” or “she's nervous,” but it makes it more interesting for the reader when the author shows us what the characters are doing instead of just telling us. So, an example of *showing* us is when the writer says Chrysanthemum wilts or she drags her feet in the dirt. An example of the writer *telling* us would be when the author says that Chrysanthemum is sad or nervous. When authors *show* us, we have to really think about what's going on. As *readers*, we have to do the thinking work.

Clara: But when it says “Chrysanthemum *walked* to school as slowly as she could,” the verb doesn't just do it.

Mrs. Hernandez: What do you mean? Can you say a little more about that?

Clara: You have to look at the rest, not just the verb. You have to look at where it says, “as slowly as she could.” She was walking, but not fast. She was walking slowly because she didn't want to go to school. Because she was so nervous.

Mrs. Hernandez: Great observation, Clara. Yes, you have to look at the verb, but you also have to look at what is around the verb, how the action was happening. Chrysanthemum was walking in a certain way: not quickly, not at a normal pace, but *slowly*. Where it says she was walking slowly, that tells us more about the verb or, in this case, what Chrysanthemum was doing. Over the next couple of weeks, we are going to be talking a lot about different types of verbs and about the words in sentences that give more information about the verbs. Today, we are going to start writing down some of the different types of words we find.

Mrs. Hernandez shows the children another chart, one with four columns representing four categories (or types) of verbs. She writes the verbs that are in each of the sentences putting them in the columns according to their type. The chart Mrs. Hernandez starts follows.

Vignette 4.2. Discussing “Doing” Verbs in *Chrysanthemum* Designated ELD Instruction in Grade Two (cont.)

Verb Chart: Different types of verbs in books by Kevin Henkes			
doing	thinking/feeling	being/having	saying
giggled wilted walked (slowly) loaded	thought didn't feel	was	sighed

Mrs. Hernandez explains that there are still a lot of thinking/feeling and being/having verbs in a story, and there are many *saying* verbs because there is a lot of dialogue in stories, but that today, they are mostly focusing on the doing verbs that show what a character is feeling or thinking. She tells them that they may also find examples of saying verbs that do this. For example, an author may write “she sighed,” to show that a character is disappointed or sad. She writes this on the chart as an example.

Mrs. Hernandez tells the children that their next task is to be *language detectives*. She has the students work in groups of three to find other examples in books by Kevin Henkes where he shows how a character is feeling or is thinking by using doing or saying verbs. She gives the triads copies of several Kevin Henkes books, along with a graphic organizer like the one she used to model the task. For each book, some examples have been written in the left-hand column and a space in the right-hand column for students to write their *translations*.

She tells the students that their task is to find a sentence in the text that they think uses doing verbs to show what a character feels or what a character thinks. Next, the groups of three try to agree on what they will write and record it on the graphic organizer, discussing why the author used the doing verb instead of a being/having or thinking/feeling verb with an adjective. As the students engage in the task, she observes their discussions and provides just-in-time scaffolding when needed. Once the time for the task is up, she calls the students back to the rug to discuss their findings. Mrs. Hernandez asks students to tell her where to place the verbs on the Verb Chart, which she posts in the room along with the Using Verbs to Show and Tell chart, so that children will have models for their own story writing.

Teacher Reflection and Next Steps

At their next collaborative planning meeting with her second-grade teacher colleagues, Mrs. Hernandez shares how the lessons went. She says that although the task was challenging at first, her students were excited about being language detectives, and the groups had lively discussions about the language they discovered in their investigations. In addition, Mrs. Hernandez was pleasantly surprised by how easily and meaningfully her students discussed the ways different types of verbs are used in stories.

Resource

Henkes, Kevin. 2008. *Chrysanthemum*. New York: Greenwillow Books.

Source

Inspired by

Schleppegrell, Mary J. 2010. “Supporting a ‘Reading to Write’ Pedagogy with Functional Grammar.” In *Language Support in EAL Contexts. Why Systemic Functional Linguistics?*, edited by Caroline Coffin (Special Issue of *NALDIC Quarterly*), 26-31. NALDIC, Reading, UK.

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this assessment of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9 of this *ELA/ELD Framework*. Additional information about formative assessment is provided in chapter 8. Importantly, students will not receive the excellent education called for in this *ELA/ELD Framework* without genuine collaborations among those responsible for educating California's children and youth. (See figure 4.22).

Second-grade children are well on the road to discovering what brand new ideas and fresh new language they can explore and express in their reading and writing. They feel pride in consolidating the early literacy skills they have acquired and excitement for the new worlds opening to them in different subjects through language they hear and speak. As they move into third grade, the hope is that these children will encounter new vistas to investigate and academic passions to pursue.

Figure 4.22. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they frequently collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

Grade Three

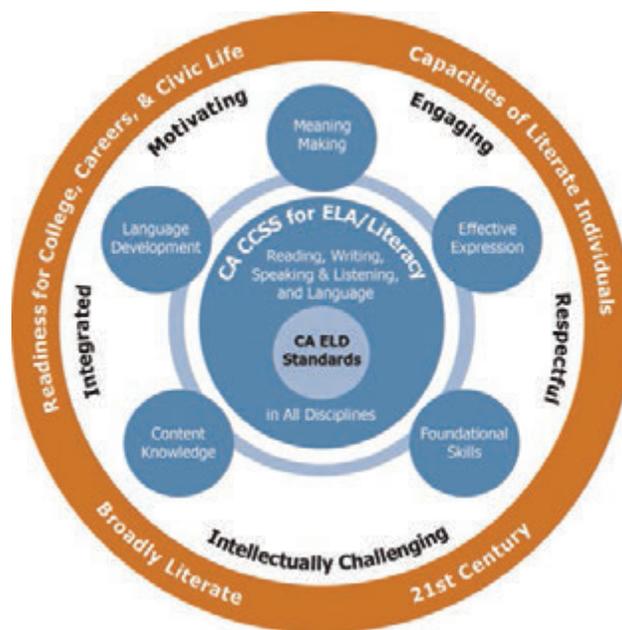
Grade three is an important year as children begin to consolidate their independence in reading and writing and focus increasingly on building content knowledge. They engage with progressively more complex high-quality literary and informational text and continue to develop as communicators. Their vocabularies expand as does their knowledge of language conventions. They work toward achievement of the grade three CA CCSS for ELA/Literacy throughout the day and across the curricula, and they continue to make progress toward the overarching goals of transitional kindergarten through grade twelve ELA/literacy and ELD instruction: Students develop the readiness for college, careers, and civic life; attain the capacities of literature individuals; become broadly literate; and acquire the skills for living and learning in the 21st century. (See the introduction and chapter 2 of this *ELA/ELD Framework*.)

This grade-level section provides an overview of the key themes of ELA/literacy and ELD instruction in grade three. It offers guidance for ensuring ELs have full access to rich ELA and content instruction, including integrated and designated ELD instruction. Brief snapshots and longer vignettes of classroom practice bring several of the concepts to life.

Key Themes of ELA/Literacy and ELD Instruction in Grade Three

Instruction in ELA/literacy should be appropriately challenging, focused on clear objectives, carefully sequenced, and responsive to children's needs. Furthermore, instruction should occur in an inviting and empowering context that sparks children's interests, stimulates meaningful purposes to engage with written language, encourages collaboration and communication among children, and values and acknowledges children's accomplishments. In this section, the key themes of ELA/literacy and ELD instruction are discussed as they apply to grade three: **Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills**. See figure 4.23.

Figure 4.23. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

As noted throughout this framework, meaning making is central to each of the strands of the CA CCSS for ELA/Literacy and all parts of the CA ELD Standards. Students read, write, speak, listen, and learn language in all subjects to derive and construct meaning and to communicate their understandings and knowledge with others.

Comprehension of text is of vital importance and is given significant attention in the ELA/literacy program and throughout the curricula. It is the focus of the CA CCSS for ELA/Literacy Standards for Reading Literature and Informational Text. Furthermore, it is the very reason students develop the foundational skills. Without the ability to decode previously unencountered words and to read fluently, children will be unable to appreciate and gain knowledge and pleasure from text. They will miss opportunities for inspiration and entertainment and to learn about their social and natural worlds.

By the end of grade three, children are expected to independently and proficiently read texts at the high end of the grades two and three complexity band (RL/RI.3.10). This requires excellent instruction that provides children the skills to successfully comprehend challenging text. Teachers ensure students use comprehension strategies, such as questioning, predicting, summarizing, and monitoring. (See the meaning making section in the overview of the span in this chapter.) They ensure that students have the requisite decoding skills and that fluency is well developed. They teach and otherwise foster students' vocabulary and their ability to interact meaningfully with complex grammatical and discourse structures.

Teachers analyze texts to determine the challenges their students may encounter, and they provide well-planned instruction to build students' abilities to deal with the challenges. For example, they plan lessons that prompt children to read closely to uncover layers of meaning of a text. These lessons often include an initial reading of a text selection for the purpose of gaining a sense of the topic. Subsequent readings of short sections prompt reading for one or more specific purposes, as appropriate for the text and the learning objective. For example, teachers have students reread a section to identify literal and nonliteral use of language (RL.3.4). They have students return to the text to identify a main idea and a supporting detail (RI.3.2). They have students reread to trace the logical connection between sentences and paragraphs in the selection (RI.3.8). In short, teachers play a crucial role in students' successful interactions with challenging text and students' progress toward independence with increasingly complex text.

By the end of grade three, children are expected to independently and proficiently read texts at the high end of the grades two and three complexity band. This requires excellent instruction that provides children the skills to successfully comprehend challenging text.

Teachers also engage students in writing practices that have been demonstrated to improve reading comprehension. In their summary of the research on the effect of writing, Graham and Hebert (2010) identify the following as having a significant impact on comprehension:

- Writing an extended response to a text, either a personal reaction or analysis and interpretation
- Writing a summary about a text
- Taking notes about a text



- Receiving writing instruction, such as sentence combining
- Increasing the amount of writing, such as writing about self-selected topics or topics chosen in collaboration with peers, writing to pen pals, and journal writing

In addition, teachers recognize that comprehension of text is highly dependent upon children’s knowledge of the world, just as it is dependent upon their academic language repertoires and decoding skills. Thus, content area instruction, including rich hands-on experiences and investigations, is also a high priority in California’s classrooms. Informational and literary texts read aloud to students, made available for independent reading, and used for literacy and content instruction are carefully selected to build on themes and concepts addressed in the grade-three curricula. The curricular themes/topics addressed in some of the content areas in grade three include the following:

- **History–Social Science Content, Continuity and Change:** Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society. (California’s History–Social Science Content Standards).
- **Science for Grade Three:** Students focus on Disciplinary Core Ideas, including from molecules to organisms: structures and processes; ecosystems: interactions, energy, and dynamics; heredity: inheritance and variation of traits; biological evolution: unity and diversity; earth’s systems; earth and human activity; motion and stability: forces and interactions; engineering design; and Topics, including inheritance and variation of traits: life cycles and traits; interdependent relationships in ecosystems; weather and climate; forces and interactions; and engineering design. (California’s Next Generation Science Standards).
- **Visual and Performing Arts for Grade Three:** Students learn about and engage in dance, music, theatre, and the visual arts, including historical and cultural contexts. (California’s Visual and Performing Arts Content Standards).

Importantly, teachers also know that motivation and engagement impact meaning making. They provide students with choices of texts and tasks, ensure they share texts worth reading, and enact the recommendations presented in figure 4.2 at the beginning of this chapter.

Language Development

Students learn academic language as they engage with texts, participate in investigations and hands-on experiences, and discuss ideas and concepts. They are taught to determine the meaning of words and phrases as they are used in literature and to distinguish literal from nonliteral language (RL.3.4). They also learn to determine the meaning of general academic and domain-specific words and phrases in informational texts (RI.3.4).

Students learn the following strategies for determining or clarifying unknown or multiple-meaning words in the context of grade-three texts and subject matter:

- Use sentence-level context as a clue to meaning. (L.3.4a)
- Determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4b)



- Use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4c)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4d)

They are provided many opportunities to use new vocabulary (L.3.6) as they interact with peers and others about topics they are learning.

Students acquire new vocabulary through a multifaceted vocabulary instructional program, one that ensures extensive exposure to language, fosters word consciousness, teaches some words directly, and teaches word learning strategies, such as using morphology, context, and reference materials (e.g., dictionaries).

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In addition to enlarging their vocabulary, third-grade students broaden their grammatical and discourse level understandings, which include awareness of how different text types are organized and the type of language (including linking words and phrases) are appropriate for constructing these different text types (W.3.1–3). Importantly, students in grade three continue to develop

language awareness and use their growing knowledge of language when writing, speaking, reading, or listening to choose words and phrases for effect (L.3.3a). See chapter 2 of this *ELA/ELD Framework* and elsewhere in this chapter for additional guidance on language development.

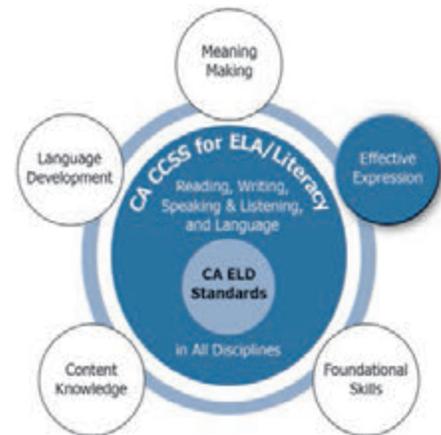
Effective Expression

Writing, discussing, and presenting are means by which students express themselves—their knowledge, understandings, opinions, responses, and dreams. Effective expression, which includes the use of language conventions, is a significant focus of every grade level, and students in grade three receive systematic instruction along with ample opportunities to engage in meaningful activities that demand these forms of expression.

Writing

At least one hour a day should be devoted to writing in grade three, according to a panel of experts that examined the research on effective writing instruction (Graham, and others 2012). Students are provided systematic instruction in the techniques, strategies, and skills of writing for about half of the time; the other half occurs as students write throughout the day in multiple contexts and content areas (including history–social science, science, visual and performing arts, mathematics, health and so on). The call for an integrated curriculum is realized in part when students write in each content area to record, convey, and discover their understandings.

Students in grade three continue to write for a variety of purposes: to express opinions, share information, or provide explanations, and to tell real or imagined stories. More attention is given to organization and detail than in previous grade levels. Teachers provide models in the form of mentor and original texts and thoughtful instruction and guidance.



In addition, students in grade three learn more about the writing process as they plan, revise, and edit their work in response to feedback from adults and peers and based on their own self-reflection on their writing. Students are taught that writing is not merely talk written down. They also learn that writing involves much more than putting words on a page and moving on to the next task. They learn to prepare for writing by gathering information, brainstorming ideas, organizing their ideas, and writing a draft. They share preliminary drafts with teachers and peers and use feedback and suggestions, as well as self-assessment based on established criteria, to revise their work. They rewrite their work, perhaps reorganizing, revising, and refining it, using different word choices or sentence structures, or including different ideas to strengthen their product.

They edit their work, correcting spelling, punctuation, capitalization, and grammar as necessary. Some of their work is published in class books, posted on the class Web site, displayed on a classroom or hallway wall, or included in a digital or paper school newsletter to families. Some writing is performed aloud.

As they learn about the writing process, grade three students are taught how to review one another's work and how to give and receive constructive feedback. First and foremost, the focus of peer feedback is on the substance of the work, not the proper use of conventions (although students will notice that use of conventions contributes to communication). For example, teachers may, after modeling, solicit positive and specific comments from students about a peer's draft that was read aloud to the class or displayed using a document camera. Teachers may ask for specific compliments about the opening, asking the author to reread it to the group. Or, teachers may ask the students to comment on interesting vocabulary in the work, or how the work made them feel. Engaging students in partner sharing, teachers may provide a form on which students respond to questions about their peer's work: What did you especially like about the work? What sentence was most interesting or powerful? What did you learn from the work? Eventually, students may be guided to offer constructive suggestions: What would you like to see added? What might be explained differently? Give one specific suggestion to the author.

Using evidence to make a point and following a line of argumentation in texts or other forms of communication are crucial abilities in college, careers, and civic participation. Acquisition of this skill—that is, using and seeking evidence for a position—begins in the elementary years.

As they learn about the writing process, grade three students are taught how to review one another's work and how to give and receive constructive feedback. First and foremost, the focus of peer feedback is on the substance of the work, not the proper use of conventions (although students will notice that use of conventions contributes to communication).

Writing Standard 1 for grade three calls for students to "Write opinion pieces on topics or texts, *supporting a point of view with reasons*" (italics added). The ability to provide reasons for opinions in the elementary years contributes to the achievement of one of the capacities of literate individuals discussed in the introduction to this framework: They value evidence. Using evidence to make a point and following a line of argumentation in texts or other forms of communication are crucial abilities in college, careers, and civic participation. Acquisition of this skill—that is, using and seeking evidence for a position—begins in the elementary years.

In grade three, students are expected to learn keyboarding skills. Fluency with keyboarding frees students to devote more time to their ideas and the effective expression of those ideas. In fact, word processing makes

engaging in the writing process easier as students can delete, cut and paste, and move text (Graham, and others 2012). (See also discussion in the section on language conventions in this chapter.)

Figure 4.24 presents an informative/explanatory text written in class by a third grader (NGA/CCSSO 2010: Appendix C), followed by an annotation. Examples of other types of writing, specifically a narrative work and an opinion work, with annotations also are available in Appendix C of the CCSS and at EdSteps (http://www.edsteps.org/CCSSO/ManageContent.aspx?system_name=Bmellb/PDnY=&selected_system_name=DRkDjjiObdU), a site established by the Council of Chief State School Officers.

Formative assessment of student writing is crucial as it provides valuable information that informs immediate and subsequent instruction. Teachers use what they observe about students during instruction to provide scaffolds and adjustments in the moment. That is, they may provide additional explanation and examples, ask probing questions, or break a task into smaller steps if students are experiencing difficulties. Or, they may expand options or add complexity to demands of the task if students demonstrate a preparedness for more challenging work. Teachers also use information gleaned during conferences with students or upon review of their written work. See the overview of the span in this chapter for more on these topics.

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Figure 4.24. Grade Three Writing Sample

Horses
by Gwen



Why I Chose This Animal

I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families

A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse

Markings

A star is a little white diamond on hte forelock. The forelock is a horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the while line on it face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats

Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes,tails,and legs. Whites are white all over.

Breeds I Like

I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

Horses from Different Countries

Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.

Horse Movement

A horse can walk, trot, canter, and gallop. A trot is kind of like a skip. A canter is like a fast skip. And a gallop is like running.

Friendly Horses

Horses can be great friends. Some horses can be dangerous. Most horses are very lovable.

Foals

Baby horses are called foals. When a foal is ready to be born, the mare (the mother horse) lies down. As soon as the foal is born it struggles to break out of the membrane sack. When the foal breaks out of the sack it breathes on its own. Foals are born with their hooves first and head last. They drink their mother's milk until they're nine to ten months old.

How Long a Horse Lives

They live about 12 to 14 years.

Horses Habitat

You usually find horses in a barn. Some horses are wild. You can find horses on ranches too.

What Horses Eat

Horses eat hay, grass, barley, and oats. The best food for a tired horse is oatmeal. Don't give a young horse too much oatmeal, it makes them too hyper. Horses love carrots, apples, molasses and sugar cubes. A block of salt gives the horse important minerals and makes them thirsty so they will drink enough water.

The Most Dangerous Horse

The most dangerous horse is the Percheron. Some people cannot pronounce that so they call them war horses. It is only dangerous if it is a wild horse. If it is wild it can kill you in 7 to 8 minutes. If it is trained it is nice like any other horse.

The Fastest Horse

The fastest horse is the wild stallion. If you thought, like I did that the Wild stallion was really dangerous you were wrong. A wild stallion can kill you but it could take up to one hour.

The First Horses

The first horses were no bigger than a fox and looked like a donkey. They had short tails and small ears. These horses lived millions of years ago, but now they are extinct. The only way we knew there were horses like that was because the first humans (our ancestors) painted these horses on ancient cave walls. These horses lived in North America and over the years they changed into the horses we know now.

Horse Survival

Most horses live on farms or ranches, but some horses are wild. Wild horses can survive hard weather and they graze on hills, marshes and grasslands. These days wild horses are very rare. People work to keep these wild horses free.

My Description of a Horse

A horse is a mammal because it has fur, drinks milk and their babies are born alive. They have four legs and hooves. They have beautiful long manes and tails.

I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!

Annotation

The writer of this piece:

- Introduces a topic.
 - *I chose horses because I like to ride them. . . . Horses are so beautiful and fun to ride.*
- Creates an organizational structure (using headers) that groups related information together.
 - *Horse Families; Markings; Breeds and Color Coats; Horses from Different Countries*
- Develops the topic with facts and details.
 - *Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.*
 - *A horse can walk, trot, canter, and gallop.*
 - *They [horses] live about 12 to 14 years.*
 - *The most dangerous horse is the Percheron.*
- Uses linking words and phrases to connect ideas within categories of information.
 - *I like Morgans because they have a beautiful reddish-brown coat.*
 - *When a foal is ready to be born, the mare (the mother horse) lies down.*
 - *The first horses were no bigger than a fox and looked like a donkey.*
 - *Most horses live on farms or ranches, but some horses are wild.*
- Provides a concluding section.
 - *I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!*
- Demonstrates growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C*, 18-21. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Teachers carefully examine their students' writing to determine each student's achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work. Teachers of EL children also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

Discussing

Students continue to develop and refine previously-acquired discussion skills and behaviors. They follow agreed-upon rules, seek clarification when necessary, and articulate their ideas clearly. They are respectful, listening carefully to one another and valuing all contributions. At the same time, they feel comfortable disagreeing and expressing opinions or interpretations that differ from those of their peers.

In grade three, a new focus is on preparation for discussions. That is, students come to discussions prepared and they draw on that preparation to contribute to the conversation (SL.3.1a). In

addition to having read or otherwise engaged with any required material or content, preparation may include the following:

- Drawing a picture that reflects an important point or theme and using the picture as the springboard for discussion
- Recording reactions, points needing clarification, main ideas, or questions in a log and using the notes during the discussion
- Using sticky notes to tag different sections of a text, such as those that are confusing, interesting, or that support an interpretation
- Writing in a double entry journal in which in one column they record key content from a learning experience or quotes from a text and in a second column, across from each entry, they write their reactions or thoughts

Children in grade three continue to build their skills as presenters in order to communicate information of importance and interest. They engage in Readers Theater and other forms of formal spoken expression to practice effective expression and learn to savor the spoken word.

Students refer to their prepared materials during their group discussion. However, the intention is not that they have a simple *share around*, in which each person in turn shows what he or she has done to prepare but no discussion ensues. Rather, students use their materials as prompts for their discussions. They share, explain, and elaborate on their thinking. They question and build on one another's comments. They engage in collaborative exchanges.

Discussions occur in pairs, small groups, and the whole group. Some are teacher-led, and some are peer-led. Many discussions are quick, and some are longer in duration. Discussions occur at different points in a text or learning experience: before, during, and after.

Presenting

Children in grade three continue to build their skills as presenters in order to communicate information of importance and interest. They engage in Readers Theater and other forms of formal spoken expression to practice effective expression and learn to savor the spoken word. They plan and deliver a formal informative/explanatory presentation that organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion (SL.3.4a). They create audio recordings that demonstrate fluid reading at an understandable pace and they add visual displays to emphasize or enhance certain facts or details (SL.3.5). Grade three students should have many opportunities to give a variety of presentations, especially those of their choice, to diverse audiences.

Using Language Conventions

Children in grade three continue to learn and apply language conventions in order to communicate effectively in speaking and writing. See figure 4.25 for the conventions learned in grade three. Children encounter these conventions in books they read, teacher modeling, sentence frames, and read alouds. They are an explicit part of instruction, and students apply the conventions in their writing and speaking in rich and meaningful contexts. They deepen their understandings of the ways to use conventions to craft messages that are appropriate for particular purposes and audiences.

In grade three, students learn cursive (or joined italics) writing through instruction in letter formation and connections. They practice and refine their developing skill in authentic writing activities. Legible handwriting not only allows students to read their own work but to read others' work.

In grade three, students learn cursive (or joined italics) writing through instruction in letter formation and connections (L.3.2j). They practice and refine their developing skill in authentic writing activities. Legible handwriting not only allows students to read their own work but to read others' work. In grade three, students also begin to acquire keyboarding skills (W.3.6); keyboarding is given more attention in grades four and five. Importantly, as noted in the grade-two discussion, the more the mechanics of writing (that is printing, cursive, and keyboarding) become effortless, the more students can focus on developing and communicating their ideas (Graham, and other 2012).

Spelling instruction focuses on word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts. See spelling discussions in the overview of the span and the grade-two sections of this chapter.

Figure 4.25. Language Conventions in Grade Three

Language Standard 1 (conventional grammar and usage in speaking and writing)	Language Standard 2 (conventional capitalization, punctuation, and spelling in writing)
<ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. k. Use reciprocal pronouns correctly. 	<ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Content Knowledge

Children in grade three engage in rich hands-on investigations, discussions, and explorations of grade-level content. They continue to exercise their independence in reading to explore interests and learn content in a variety of disciplines. As a part of both independent reading and content instruction children read books that broaden their understanding of the world around them. They select books and other text materials, including digital resources, which pique their interest and spur sustained focus. See figure 4.26 for examples of books in social studies appropriate for grade three. (See also the section on wide and independent reading in chapter 2 for a discussion.)



Figure 4.26. Books Related to Social Studies for Grade Three

People Who Made a Difference (social studies, writing, biography)

DK Biography: Marie Curie by Vicki Cobb (2008)

DK Biography: Gandhi by Primo Levi (2006)

DK Biography: Harriet Tubman by Kem Knapp Sawyer (2010)

Galileo for Kids: His Life, Ideas, and 25 Activities by Richard Panchyk (2005)

DK Biography: Gandhi by Primo Levi (2006)

History for Kids: The Illustrated Life of Alexander Graham Bell by Charles River Editors (2013)

Nelson Mandela: Long Walk to Freedom by Chris van Wyk (Ed.) (2009)

Odd Boy Out: Young Albert Einstein by Don Brown (2008)

Pocahontas: Young Peacemaker by Leslie Gourse (1996)

Extensive Biography Series for Kids:

DK Biography

For Kids Series

Getting to Know the World's Greatest Composers

Giants of Science

History for Kids

Picture Book Biography

Children write about what they read on a regular basis and in connection with independent research topics and subject matter experiences. Content instruction is an important part of the instructional day in grade three not only for the knowledge and skills students gain, but also because children use, and thereby strengthen, their reading, writing, discussing, and presenting skills in a range of meaningful contexts.

Foundational Skills

In grade three, children continue to develop phonics and word recognition skills, reading and writing increasingly complex words accurately and effortlessly. They have many opportunities to practice using their skills with a range of texts.

Phonics and Word Recognition

Through both decoding and spelling instruction, children continue to learn that reading and writing words are not processes of rote memorization. They learn about what is regular and predictable in written English, further developing their knowledge of letter patterns, syllable types (described in the overview of the span in this chapter), and word parts, such as prefixes and suffixes. This knowledge supports decoding, spelling, and comprehension. Children are provided instruction that allows them to explore the patterns and structures (e.g., syllables and affixes) in written language in addition to explicit instruction and opportunities for practice in grade-appropriate text (Moats 2005–06).

By the end of grade three, children know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text (RF.3a–d). See figure 4.27.

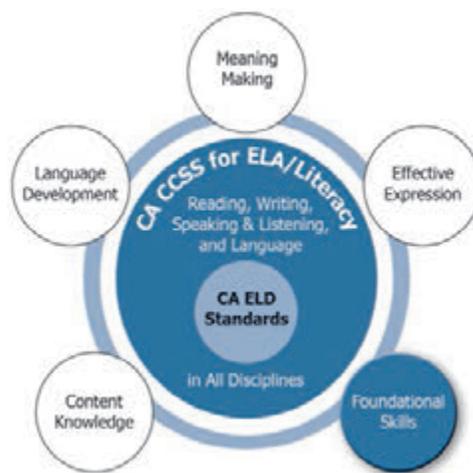


Figure 4.27. Grade Three Standards in Phonics and Word Analysis Skills with Examples

Standard 3	Example
<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>When children see the prefix <i>re-</i> in the printed words <i>redo</i> and <i>restart</i>, they indicate that it means “again,” so that <i>redo</i> means “do again” and <i>restart</i> means “start again.” When they see the derivational suffix <i>-ful</i> at the end of the word <i>beautiful</i>, they indicate that it means “full of” or “characterized by” so that <i>beautiful</i> means to be “full of beauty.” (The addition of derivational suffix also changes the part of speech: <i>beauty</i> is a noun; <i>beautiful</i> is an adjective.) Common prefixes include <i>re-</i>, <i>un-</i>, <i>pre-</i>, and <i>dis-</i>. Common derivational suffixes include <i>-ful</i>, <i>-ly</i>, and <i>-less</i>.</p>
<p>b. Decode words with common Latin suffixes.</p>	<p>When children see the suffix <i>-able</i> at the end of the printed words <i>predictable</i>, they indicate that it means “able to be or do,” so that <i>predictable</i> means “able to be predicted.” (The addition of the derivational suffix also changes the part of speech: <i>predict</i> is a verb; <i>predictable</i> is an adjective.) Common Latin suffixes include <i>able</i>, <i>-ible</i> and <i>-ation</i>.</p>

Standard 3	Example
c. Decode multisyllable words.	When children see the multisyllable word <i>unavoidable</i> , they identify the prefix <i>un-</i> , the root word <i>avoid</i> , and the suffix <i>-able</i> . They pronounce each and blend them together to form the word. With repeated practice decoding multisyllabic words, they develop automaticity with the process.
d. Read grade-appropriate irregularly spelled words.	When children see the printed word <i>laugh</i> , they recognize it, know what it means, and can pronounce it accurately. With repeated exposure, including in meaningful contexts, they develop automaticity with the word.

Instruction may include building words, described in the grade-one section of chapter 3 in this *ELA/ELD Framework* and in the grade-two section of this chapter. It also may include sorting words: children examine a set of carefully selected words, and then sort them according to a letter pattern. They identify the pattern and, importantly, the principle that governs them.

Figure 4.28 shows how sorting can be used to support word recognition and comprehension of affixes. Words with the common prefixes *un-* and *re-* are sorted into columns by students. They read the words aloud, identify the prefix, define the words, and determine the meaning of each prefix.

Figure 4.28. Cards Sorted by Prefix

unlike	reread
unfriendly	redo
unhappy	restart
unkind	rearrange
unable	repaint

Decoding multisyllabic words is given considerable attention in this grade (and in the grades four and five span), differentiated as appropriate. Teachers build on the skills students acquired in grades one and two to decode two-syllable words and teach them to decode longer words (RF.3.3c), as well as to write multisyllabic words using knowledge of syllable patterns (L.3.2f).

The following strategies are examples of the type and progression of explicit instruction that can be used to support students' skill in decoding multisyllabic words (based on O'Connor 2007). Effective use requires that teachers are knowledgeable about the structure of language.

Decoding multisyllabic words is given considerable attention in this grade (and in the grades four and five span), differentiated as appropriate. Teachers build on the skills students acquired in grades one and two to decode two-syllable words and teach them to decode longer words, as well as to write multisyllabic words using knowledge of syllable patterns.

- Review decoding compound words (such as *doghouse*, *playground*) as each syllable (being a word) will be more readily recognized. Have students look for and identify the two familiar smaller words in the larger word.
- Have students look for inflectional endings (such as *-ing* in *playing* and *-est* in *oldest*), cover them, read the remaining word, then read the entire word. Begin with words that do not involve spelling changes, such as *raining* as opposed to *taking* in which an *e* is dropped from the base word when the ending is added.
- Have students look for a final *-le* in a word (such as *puzzle*), cover it, read the remaining syllable, and then read the entire word. Begin with words that contain the double consonant, then use words that use an open vowel (such as *maple*) and words that contain two different consonants at the syllable juncture (such as *tumble*). (See figure 4.11 in this chapter for a description of syllable patterns.)
- Have students look for affixes (see L.3.b) in a word (e.g., *un-* and *-able* in *unreadable*), cover them, read what remains, then read the entire word. Alternatively, have students look for a familiar root word first (e.g., *bend* in *unbendable*), read it, then add any affixes or inflectional endings. Begin with words that do not involve spelling changes (such as *y* changing to *i* in *happiness*).
- Have students identify the number of vowels in a word, underlining or circling them, then determine whether any are vowel teams. Break the word into syllables based on the vowels (and knowledge of syllable patterns, such as closed and open syllables [L.2.f]; see figure 4.11). Decode each syllable, blend the syllables together, and determine whether the word sounds right.

Children are taught to monitor their understanding as they decode unfamiliar words in text. They learn that contextual analysis can be used to verify the accuracy and fit of the word in the sentence (RF.3.4c). In other words, when they decode, they ask themselves whether the word is a real word and whether that real word makes sense in the sentence and overall context. Contextual analysis necessitates that children attend to meaning while reading and that they have a sufficiently large vocabulary in order to recognize a word once decoded. Thus, comprehension and vocabulary contribute to children's ability to check for decoding accuracy.

Fluency

As children continue to read increasingly complex text, they continue to work on building fluency so that cognitive resources are devoted to meaning. Fluency encompasses accuracy, rate (which demands automaticity), and prosody. Data from an extensive study of oral reading fluency revealed the mean words read per minute by students in grades one through eight in unpracticed readings from grade-level materials (Hasbrouck and Tindal 2006). Figure 4.29 presents the means for grade three. The researchers recommended that students scoring more than ten words below the 50th percentile be provided more extensive instruction in fluency. Fluency rates should be

As children continue to read increasingly complex text, they continue to work on building fluency so that cognitive resources are devoted to meaning. Fluency encompasses accuracy, rate (which demands automaticity), and prosody.

interpreted cautiously with students who are speakers of languages other than English. Fluency rates are particularly difficult to apply to students who are deaf and hard of hearing who use American Sign Language. When students storysign, they are actually interpreting the story from a one language (printed English) to another (American Sign Language). In this case, fluency rates as listed below do not apply.

Figure 4.29. Mean Oral Reading Rate of Grade Three Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	128	146	162	1.1
75	99	120	137	1.2
50	71	92	107	1.1
25	44	62	78	1.1
10	21	36	48	.8
*WCPM = Words Correct Per Minute **Average words per week growth				
Source Hasbrouck, Jan, and Gerald A. Tindal. 2006. "Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers." <i>The Reading Teacher</i> 57: 646-655.				

Although rate is important, in part because it indicates skill with decoding and automaticity, the goal of fluency instruction is not speed for its own sake. The goal is to develop automaticity with accuracy (in addition to prosody) so that attention is given to meaning. Racing to read may result in loss of comprehension. Rate should be appropriate for meaning making. Some text will be read aloud more slowly than other text intentionally.

Fluency is supported in grade three as teachers continue to read aloud to children regularly. (They also read aloud, as noted previously, to build children's knowledge, expose them to a variety of text types, and enrich their vocabulary.) Third-grade students also engage in activities that prompt rereading of text. They rehearse for Reader's Theatre presentations, choral renderings of favorite poetry, sharing their own writing, and recording text for others (such as younger children). Rehearsal involves repeated reading with a focus on accuracy, appropriate rate, and expression. Most important, grade-three students have daily opportunities to engage in independent reading of text that is not too simple or too challenging.

An Integrated and Interdisciplinary Approach

As discussed in the overview of the span in this chapter, the CA CCSS for ELA/Literacy and the CA ELD Standards call for an integration of reading, writing, speaking, and listening. In addition, these two sets of standards are inextricably linked to every area of the curriculum. Learning subject matter demands understanding and using the language of the subject to comprehend, clarify, and communicate concepts. The following snapshots illustrate the integration of the strands of the language arts and the integration of ELA/literacy with other content areas.

Snapshot 4.6. Sharing Powerful Passages from *Ninth Ward* Integrated ELA in Grade Three

Third graders are completing their reading of a chapter in the book *Ninth Ward* by Jewell Parker Rhodes (2010), which is about a young girl's extraordinary resilience during Hurricane Katrina. The Coretta Scott King Honor Book is unlike any they have read before, and their teacher, Miss Singer, is pleased that the school was able to purchase a class set. She asks the students to revisit the just-read chapter to independently select a "powerful passage," one that they found compelling for any reason (e.g., they liked the author's choice of words; they were amused by a mental image the text evoked; they were moved by the description of character's reaction to an event). She tells them that after they select their passage, they should rehearse reading it aloud and prepare a rationale for choosing the passage because they will share their passage with others.

The students are given a few minutes to make their selections. Some are torn about which passage to select, and they turn the pages back and forth several times to examine different passages. Then, choices made, they are given a few more minutes to rehearse their selections. They are encouraged to mumble-read the passages to themselves several times in preparation for sharing with peers, thus building fluency with the selection. As they independently rehearse, Miss Singer circulates around the room, stopping to check on students whom she believes may need support with a few words or with phrasing. The children also prepare to tell about the reason for their choice.

Next, because Miss Singer wants to ensure that students share with partners other than their closest friends or tablemates, she has the students form an "inside-outside circle" (two circles, one inside the other). Facing someone in the other circle, students each read their passage to their partner and discuss the reasons for their selections. Students are encouraged to probe their peers for more information about the meaning of the passage or for clarification about their rationale for selecting the passage. At the signal, the students in the inside circle each move one step to their left so they now stand across from a different classmate. They again read aloud and explain their choices. They are given a few more opportunities to face new peers before being asked to return to their desks. Miss Singer knows the children likely will become more fluent with the passage with each rereading and she has observed in the past that students' explanations become more elaborate as they share with new partners. Furthermore, she knows the opportunity for students to ask and answer one another's questions will contribute to meaning making.

Miss Singer facilitates a whole class discussion where she invites comments about students' observations of the selected passages and the explanations offered by their peers. What did the passages or explanations have in common? What did they think of the selections? Did their explanations change in any way during the process of sharing multiple times? Students respond enthusiastically and express an eagerness to read the next chapter of the book.

Resource

Rhodes, Jewell Parker. 2010. *Ninth Ward*. New York: Little, Brown and Company.

Snapshot 4.6. Sharing Powerful Passages from *Ninth Ward* Integrated ELA in Grade Three (cont.)

CA CCSS for ELA/Literacy: RF.3.4b; SL.3.1, 4

CA ELD Standards: ELD.PI.3.1, 5, 6

Related CA Model School Library Standard:

3-4.3a Listen to, view, and read stories, poems, and plays.

Source

Adapted from

Yopp, Hallie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students with Literary and Informational Text*. 6th ed. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, New York.

Snapshot 4.7. Biography Tableaux of American Heroes Integrated ELA, History–Social Science, and Theatre in Grade Three

After reading and listening to short biographies of American heroes, including Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Cesar Chavez, Bidy Mason, and Harriet Tubman, small groups of third-grade students select one of the individuals for focused study. The students revisit and reread portions of the relevant text and work together to identify major events from the person's life. With assistance from their teacher, Mr. Jordan, they summarize and list the events on a chart. The students then select two of the events to represent in a morphing tableau and present it to the class.

The group that reviewed Bidy Mason's biography note her years in slavery, first in Georgia and later in California, her emancipation by a U.S. District Court judge in Los Angeles in 1856, and her early work as a midwife. After buying her first home, Mason grew increasingly wealthy through shrewd real estate investments. In the latter half of the 19th century, Mason's home became a refuge for migrants to the area and she began to dedicate her time and resources to meeting the needs of those less fortunate. The students decide to depict Mason's work as a philanthropist in Los Angeles, including her visits to local prisons and her support of local churches in both white and black communities (such as the oldest Black church, the First African Methodist church) in their morphing tableau. Students identify the figures that will appear in each tableau, determine who will play each role, and problem-solve how to depict the events. They choreograph their tableau and the transitions from one scene to another, and they rehearse this choreography to ensure the messages are clear and the transitions smooth. With one another, they also prepare and practice several times what they will say about their character and the activity depicted in each scene of the tableau. Mr. Jordan supports each group as he observes and provides feedback during their rehearsals.

The day of the performance, each group introduces its tableau by sharing the name of the hero. They strike their first pose and the teacher invites the audience to comment on the tableau. What do they see? What do they think is happening based on their knowledge of the figure and events in his or her life? The teacher then taps each of the performers on the shoulder, one at a time, and the students turn to the audience and tell them who they are and what they are doing in the tableau. Speakers return to their poses. Then the performers slowly transition, or morph, from their first pose to their second. The audience again comments and the performers share. The class applauds the performance and the next group presents.

Snapshot 4.7. Biography Tableaux of American Heroes Integrated ELA, History–Social Science, and Theatre in Grade Three (cont.)

CA CCSS for ELA/Literacy: RI.3.2–3; SL.3.1, 2, 4, 6; L.3.1, 3, 6

CA ELD Standards: ELD.PI 1, 4, 9, 12; ELD.PII 3, 4, 5

Related CA History–Social Science Content Standard:

3.4 (6) Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

Related Visual and Performing Arts Content Standards:

Theatre 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the five Ws.

Theatre 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

Snapshot 4.8. Research to Create a Bird Nesting Environment Integrated ELA, Science, Math, Theatre, and Visual Arts in Grade Three

When Mrs. Shapiro greeted her students at the door one Thursday morning, Grace interrupted what she was telling her friends to share her important news with the teacher. Two birds were building a nest in the hanging basket on her apartment balcony! Grace and her mom had observed the birds depositing string, leaves, and small twigs into the basket over the past two days and concluded that they must be engaged in nest building. Mrs. Shapiro was just as excited as the students, and when they were all settled in the room, she invited Grace to tell them more. As Grace discussed her observations, the students showered her and one another with questions: What kind of birds are they? Are they going to have babies? Has she seen eggs? Will the birds stay there forever? Have other students seen nests at or near their homes? Have birds ever built nests at the school?

Mrs. Shapiro decided to capitalize on the students' interest in the birds' behavior and suggested they do a little research to find the answers to their questions. The timing was perfect because they were about to begin a science unit on the growth and development of organisms. She quickly turned on her laptop and started listing the questions the students were generating and projected them for everyone to see. Then she asked if the students wanted to study birds and explore the conditions required for nest building. Maybe they could establish a safe area for birds in their classroom patio garden. The response was unanimous: Everyone wanted to learn about birds and create an inviting nesting environment in the garden.

With Mrs. Shapiro's help, the students made decisions about tasks to undertake. One group volunteered to develop, conduct, analyze, and display the results of a survey of students in the school to learn whether birds were building nests in their yards. Any respondent who said yes would be asked follow-up questions and requested to provide a picture of the nest, if possible—without disturbing it, of course! Another group agreed to learn about birds that live in the local area. They would conduct Internet research and also talk to the education coordinator at a local university arboretum and invite him to speak to the class. In addition, they would ask students to observe the school yard and report the birds that they observed as well as their numbers. Other students would join Mrs. Shapiro and the teacher librarian in the school library to sift through texts and media about birds and gather relevant information.

Snapshot 4.8. Research to Create a Bird Nesting Environment Integrated ELA, Science, Math, Theatre, and Visual Arts in Grade Three (cont.)

As they conducted their research, the students kept notes in their science journals and periodically reported their findings to the whole group. They learned about birds native to the area, and Grace was able to identify the birds on her balcony from images her classmates found on the Internet. The students observed and sketched nests the teacher borrowed from the district's curriculum lab. They studied the school environment and discovered that their patio provided appropriate shelter and protection for birds and that nest materials, such as tree and plant litter, were available. However, they did need to do something about providing a source of water. Soon, they were designing a bird bath that could be placed in the garden. The students wanted the bird bath to be large enough so several birds could drink and bathe at the same time. They also read that it needed to be shallow. And they insisted that there be a stand with multiple perches nearby. They looked for ideas on the Internet and sketched a plan. With the help of several parents, they constructed a stand for a large water basin and a perch and placed them both in the garden. The students established a procedure for keeping the water clean and full.

With their project completed, the students eagerly watched for activity in the patio. Because they wanted to ensure that students in other classrooms were aware of and respectful of their work and would not disturb any potential feathered guests, they composed rules and posted them in the garden. They urged school-wide cooperation. They also wrote scripts, rehearsed their parts, and produced short videos that documented their work. Rubrics elaborating what qualities were expected for scripts and videos helped guide students as they worked and were also useful for peer and self-evaluations. Finally, they shared their videos with students in other classrooms

CA CCSS for ELA/Literacy: RI.3.5, 7; W.3.3–5, 7–8; SL.3.1–2, 4, 6; L.3.1–2, 6

Related CA CCSS for Mathematics:

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories . . .

MP.5 Use appropriate tools strategically.

Related CA Next Generation Science Standards:

Performance Expectations

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

3–5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Science and Engineering Practices

Asking Questions and Defining Problems

Planning and Carrying Out Investigations

Constructing Explanations and Designing Solutions

Obtaining, Evaluating, and Communicating Information

Related CA Visual and Performing Arts Content Standard:

Theatre 2.1 Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.

Visual Arts 1.1 Develop and describe rhythm and movement in works of art and in the environment.

Snapshot 4.9. Creating a Classroom Constitution Integrated ELA and History–Social Science in Grade Three

Each year, Ms. Barkley begins the school year by welcoming her students and orienting them to the culture and organization of the classroom. In collaboration with the children, she creates a class list of norms everyone would like to observe in the classroom and beyond. These norms include rules and consequences for behavior. This year she decides to use the rule-making process as an opportunity to develop students' civic knowledge, skills, and dispositions. She wants them to understand the democratic principles of our American way of life and to apply those principles, as informed and actively engaged citizens of their classroom, to create a class set of rules they will agree to adhere to. She engages students in a unit of study that begins with a lively class discussion about the importance of rules and laws by asking:

- *What are rules? What are laws?*
- *Why are rules and laws important?*
- *What would happen if there were no rules or laws?*
- *Who makes the rules and laws in school, in our city, our state, and our nation?*
- *Who decides what the rules and laws are?*

From there, Ms. Barkley launches students into close readings of children's versions of the U.S. Constitution and informational texts about the Founding Fathers. They will learn about and discuss the reasons for the U.S. Constitution; the democratic principles of freedom, justice, and equality; and the role and responsibility of government to represent the voice of the people and to protect the rights of individuals. They also will learn about the individual rights of citizens and the responsibility of citizens to be engaged, informed, and respectful of others. Ms. Barkley knows that these ideas and concepts are laying the groundwork for students to understand the foundations of governance and democratic values in a civil society. It will also inform their thinking to create a Classroom Constitution as young, engaged citizens in a way that is relevant to children in the third grade.

As they read and discuss the texts, Ms. Barkley asks students questions such as the following:

- *Why was it important for the Founding Fathers to write the Constitution?*
- *Why is it important to have rules and laws?*

Ms. Barkley invites students to apply their learning to their real-world classroom setting. She explains that just as the Founding Fathers created a Constitution to establish the law of the land, the students in her class will work together to write a Classroom Constitution to create a safe and supportive environment where everyone can learn. She asks students to begin by working individually to think about the kinds of rules they would like to see observed in their classroom and to write these ideas in a list. She also asks them to think about what they read about the principles of the U.S. Constitution and consider why the rules they are listing are important for upholding the kind of behavior that will create a positive classroom culture and what should happen to that culture if the rules are broken. Afterwards, members of each table group records their individual ideas in the following group graphic organizer.

Snapshot 4.9. Creating a Classroom Constitution Integrated ELA and History–Social Science in Grade Three (cont.)

What is the rule?	Why is it important to have this rule?	Is this rule Constitutional? Does this rule uphold our classroom principles of freedom, justice, and equality?	What should be the consequence of breaking the rule?

After a lively discussion in their small groups, during which students revise and add to their individual work as they wish, Ms. Barkley engages the entire class in a discussion to compile and synthesize the rules and create student-friendly statements, which she records on chart paper so that it can be posted in the classroom for future reference. The children are invited to discuss the benefits and challenges of each rule proposed by recounting an experience and/or providing details and evidence to support their position. Ms. Barkley encourages them to ask and answer questions of one another for clarification or elaboration. After sufficient time for deliberation, the list of rules and consequences is finalized through an election process. Ms. Barkley posts the Classroom Constitution in a prominent place in the classroom, as well as on the school Web site.

Later, Ms. Barkley engages her students in writing an opinion essay in response to this prompt: *Why is it important for the students in our class to follow our Classroom Constitution?* She will provide ongoing guidance and opportunities for students to share, revise, and finalize their work. A rubric for opinion essays developed collaboratively in advance helps guide students as they engage in the writing process. The essays are compiled and published as a book for the classroom library, “Why Rules in our Classroom Democracy are Important.”

Resources

The Constitution for Kids: <http://www.usconstitution.net/constkidsK.html>

Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, Los Angeles County Office of Education, 2011.

Education for Democracy, California Civic Education Scope & Sequence, Los Angeles County Office of Education, 2003.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, National Council for the Social Studies, 2013.

Snapshot 4.9. Creating a Classroom Constitution Integrated ELA and History–Social Science in Grade Three (cont.)

CA CCSS for ELA/Literacy: RI.3.1–10; W.3.1, 4, 5, 7, 8, 10; SL.3.1–6; L.3.1–6

Related CA History–Social Science Standards:

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

English Language Development in Grade Three

In third grade, EL students learn English, learn content knowledge through English, and learn about how English works. As in all grades, English language development for ELs occurs throughout the day and across the disciplines. ELD is also provided during a time specifically designated for developing English based on language learning needs.

In integrated ELD, third-grade teachers use the CA ELD Standards to augment the ELA or other content instruction they provide. For example, in science, after teachers have read aloud and have had students read complex informational texts about a science topic (e.g., how erosion occurs), they ask them to discuss the phenomena in small heterogeneous groups before they write about it. They provide support to all students by giving each group a stack of the texts they have read that they may refer to as they converse or by providing them with a graphic organizer to structure their conversation. They assign each group member a responsibility in the conversation (e.g., facilitator, time keeper, note taker, encourager) to ensure that all participate actively and in an equitable manner. Teachers provide substantial support to ELs at the Emerging level of English language proficiency by ensuring that the graphic organizer contains target vocabulary, along with a helpful visual or explanation of the words, or a labeled diagram helpful for describing the phenomena. The graphic organizer could also have sentence starters designed to scaffold participation in the conversation (e.g., I think _____. I agree _____. Erosion is when _____). These types of visuals and language supports are useful tools to allow EL children at the Emerging level to join the conversation and learn along with and from their peers.

EL children at the Expanding and Bridging levels of English language proficiency likely require less intensive linguistic support. For example, they benefit from having some, but perhaps not all, of the vocabulary, visuals, or sentence starters listed, and they benefit from the labeled diagram. All students need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 4.30 presents a section of the CA ELD Standards a teacher might use in planning this type of differentiated instructional support during science and integrated ELD.

Figure 4.30. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum		
<p>6. Reading/viewing closely</p> <p>Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</p>	<p>6. Reading/viewing closely</p> <p>Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p>6. Reading/viewing closely</p> <p>Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p>

Designated ELD is a protected time during the regular school day during which qualified teachers work with EL children grouped by similar English language proficiency levels. During this time, teachers focus on the critical language students need to develop to be successful in school subjects. Designated ELD time is an opportunity to support EL students to develop the linguistic resources of English that they need to engage with, make meaning from, and produce content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during designated ELD instruction. However, the content focus is derived from ELA and other content areas. The main instructional emphases in designated ELD are the following:

- Building students’ abilities to engage in a variety of collaborative discussions about content and texts
- Developing students’ understanding of and proficiency using the academic vocabulary and various grammatical structures encountered in third-grade texts and tasks
- Raising students’ language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). Language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language using these language resources. During designated ELD instruction, children engage in discussions related to the *content knowledge*

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). Language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language using these language resources.

they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also *discuss the new language* they are learning to use. For example, students might learn about the grammatical structures of a particular complex text they are reading in social studies or ELA, or they might explicitly learn some of the general academic vocabulary used in the texts they are reading in ELA or science.

This intensive focus on language, in ways that build into and from content instruction, supports students' abilities to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge. Examples of designated ELD instruction aligned to different content areas are provided in the following snapshots and in the longer vignettes. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see chapter 2 in this *ELA/ELD Framework*.

Snapshot 4.10. Retelling Stories Designated ELD Connected to ELA in Grade Three

In ELA, Ms. Langer provides her students with many opportunities to retell stories in a variety of ways (e.g., during a teacher-led lesson; at an independent literacy station with a peer; orally; in writing). During these retellings, students focus on the overall structure of stories, sequences of events, the central messages or lessons in the stories, and how the characters' words and actions contribute to the chain of events.

During designated ELD time, Ms. Langer works with a group of ELs at the Expanding level of English language proficiency. She continues to promote story retelling by expanding the pool of language resources the children can choose to draw upon during their retellings. She understands that using linking words and transitional phrases (also called *text connectives* because they connect the meanings throughout a text) is an important part of creating *cohesive* texts.

She shows her students how in the different stages of stories (*orientation, complication, resolution*), authors use different linking words or transitional phrases to lead the reader/listener through the story. For example, she shows them that in the *orientation* stage, words and phrases such as *once upon a time, one summer's day, in the dark forest* are useful for *orienting* the reader to the setting. In the *complication* stage, words and phrases such as *suddenly, without warning, to her surprise*, are useful for introducing complications or plot twists. In the *resolution* stage, words and phrases such as *finally* or *in the end* are useful for resolving the complications. These words and phrases, Ms. Langer explains, help the story "hang together" better so the reader does not get lost.

She posts these linking words and transition phrases in a chart, categorized by the three stages (orientation, complication, resolution), and she prompts her students to use the words—first in designated ELD and then in ELA—when they retell stories or write their own stories. For example, in designated ELD, she provides structured opportunities for the children to retell stories the class has read during ELA. The children use pictures from the stories, which they place in sequence, and they use the chart with the linking words/transition phrases to retell the stories in pairs, with each partner taking turns to retell the story in sequence.

Snapshot 4.10. Retelling Stories Designated ELD Connected to ELA in Grade Three (cont.)

As they retell the stories, Ms. Langer also encourages them to use the literary general academic vocabulary they have been encountering in the stories she reads aloud during ELA. Although she teaches vocabulary during ELA, she focuses on additional general academic vocabulary during designated ELD so that the children will have a greater repertoire of words to draw upon when they orally retell and write their own stories. She and the children create word banks for the words she teaches (as well as related words the group adds over time) which she posts for the children to use.

The word banks include synonyms for *said*, such as *replied*, *coffed*, *yelled*, *gaped*; adjectives for describing characters, such as *wicked*, *courageous*, *mischievous*, *enchanting*; adverbials to indicate time, manner, or place, such as *all summer long*, *without fear*, *in the river*, and figurative language, such as *the wind whispered through the trees*. In addition, she facilitates discussions where students identify and describe the words or phrases authors use (for example, for different characters or settings) in the stories they are reading in ELA, and the students analyze the effect on the reader that these language choices have. At the end of the lesson, Ms. Langer writes notes on a structured observation protocol to document a few students' proficiency using academic vocabulary in this context. In a few weeks, she will have notes on all students and will use them to guide future instruction.

CA ELD Standards (Expanding): ELD.PI.3.4, 7, 8, 12a–b; ELD.PII.3.1–2

CA CCSS for ELA/Literacy: RL.3.2, 5, 7; SL.3.2, 4; L.3.6

ELA/Literacy and ELD in Action in Grade Three

The research-based implications for ELA/Literacy and ELD instruction were outlined in preceding sections of this chapter and also in chapters 1 and 2 of this *ELA/ELD Framework*. In the following section, detailed examples illustrate how the principles and practices look in California classrooms. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers can enact the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students. These examples are intended to promote collegial conversations about instructional practice and foundational principles to inform pedagogy.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of reading both literary and informational complex texts carefully, intentionally, and thoughtfully to derive meaning. Accordingly, teachers select challenging texts that are worth reading and rereading, analyze the texts ahead of time to determine critical areas of focus and potentially challenging concepts and language, and plan a sequence of lessons that builds students' abilities to read the text—and others—with increasing independence. Analyzing texts prior to using them for instruction is critical for supporting all learners as they interact meaningfully with the texts and for providing appropriate types and levels of scaffolding.

During instruction, teachers model how to read text closely by thinking aloud about their reading strategies while they read. Teachers also provide guided practice for students to read complex texts, with appropriate levels of scaffolding. Importantly, especially for ELs, and in fact for all students, teachers focus on meaning making but also draw attention to language, including the ways in which different text types are structured and the particular language resources used in these texts

to convey and organize meaning. Examples of specific language resources are text connectives to create cohesion (e.g., *for example, however*); long noun phrases to expand and and enrich ideas in sentences (e.g., *the bird that is on the wire, the man with the gigantic smile plastered across his face*); and complex grammatical structures using academic vocabulary to establish relationships between ideas and convey meanings in precise ways (e.g., *Instead of charging into the forest, the wolf decided to patiently await the arrival of his meal*). Providing students with opportunities to discuss the language of the complex texts they read enhances their comprehension of the texts while also developing their language awareness. An added benefit of language analysis is that it provides students with models for using language that they can adopt and adapt for their own writing and speaking.

Reading informational texts in content areas (e.g., science, social studies, the visual and performing arts) is essential for full language and literacy development as the content, text organization and structure, vocabulary, and types of grammatical structures vary by content area. For example, closely reading informational texts in science and participating in collaborative conversations about the readings help students think about science concepts in new ways as they are simultaneously learning the language of science. The science texts students read should be embedded in rich science instruction, as students' engagement with science practices and concepts enhance their ability to interact meaningfully with science texts. Conversely, students' careful readings of science informational texts expand their understandings of science content and practices.

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this *ELA/ELD Framework*. Lesson planning should anticipate year-end and unit goals, respond to students' needs, and incorporate the framing questions in figure 4.31.

Figure 4.31. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in the preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

Vignette 4.3 presents a portion of an instructional unit and a closer look at a reading lesson during integrated ELA and science instruction. In this vignette, the focus of instruction is *collaborative summarizing*, which supports students' ability to read their informational texts more closely. Although summarizing the text is a fourth grade CA CCSS for ELA/Literacy standard (RI.4.2), third-grade students can learn to summarize smaller chunks of text (e.g., one to two paragraphs). The ability to identify key details and words central to a text's main idea is an important reading comprehension skill.

Vignette 4.3. Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction in Grade Three

Background

In science, Mr. Franklin has been teaching his third graders about plants and interdependent relationships in ecosystems. He has been reading aloud and supporting students as they independently read complex literary and informational texts in both science and ELA. His class of 33 students, drawn from an urban neighborhood with upper middle class and working class families, is quite diverse linguistically, culturally, ethnically, and socioeconomically. Fifteen of his students are ELs with several different home languages. Most of Mr. Franklin's EL students have been at the school since kindergarten and are at an early Bridging level of English language proficiency in most areas, while a few are at the Expanding level. Five of Mr. Franklin's students have been identified as having mild learning disabilities. Because the students in his classroom have diverse learning needs, Mr. Franklin looks for teaching approaches that will meet a range of needs.

Lesson Context

Mr. Franklin and his third-grade teaching team meet weekly to plan lessons, discuss student work and assessment results, and read articles to refine their practice. Lately, Mr. Franklin and his colleagues have noticed that when their students approach complex informational texts, many of them give up as soon as the language in the texts starts to become challenging. The teachers work together to plan a series of lessons focusing intensively on teaching their students how to read complex informational texts more closely. Using the resources in their staff professional library, they decide to teach their students a comprehension strategy called *collaborative summarizing*. They plan a series of lessons to teach the strategy incrementally over the next week and, if the strategy seems useful, they plan to incorporate it into their instruction two to three times per week, as recommended in the resources they found. They agree to check back with one another the following week to compare their observation notes on how their students respond to the instruction. Based on his collaborative planning with colleagues, the learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards for Mr. Franklin's lesson the next day are the following:

Vignette 4.3. Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction in Grade Three (cont.)

Learning Target: The students will collaboratively summarize the main idea of sections of an informational text about plants, using precise words and details.

Primary CA CCSS for ELA/Literacy Addressed:

RI.3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea; SL.3.1 – Engage effectively in a range of collaborative discussions . . .

Primary CA ELD Standards Addressed (Expanding level shown):

ELD.PI.3.1 – Contribute to class, group, and partner discussions . . . ; ELD.PI.3.6 - Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail . . . with moderate support; ELD.PI.10b – Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers; ELD.PII.3.7 – Condense clauses in a growing number of ways . . . to create precise and detailed sentences.

Lesson Excerpt

During ELA instruction the following day, Mr. Franklin introduces collaborative summarizing and explains to students how to use the approach. He tells them he knows that sometimes the informational texts they read can feel challenging, but that this strategy will give them a way of tackling the texts so that they understand them better.

Mr. Franklin: When I'm reading a tough informational text, every once in a while I have to stop and *summarize* what I just read to make sure I'm understanding the text. When you summarize, you put the reading into your own words. You say what the section is generally about without giving all the little details. Summarizing helps you figure out the main idea of what you just read. This is a really powerful comprehension strategy that you can use when you're reading on your own, and I'm not around to help you. Today, we're going to practice using this strategy. You like reading with a partner, right? Well, today, you're going to get to read a short part of a text on *plants* with a partner, and you're going to work together to practice summarizing, by collaboratively *summarizing* the text.

Mr. Franklin shows the students a chart with the steps of the strategy and explains them:

Collaborative Summarizing Process

Step 1: Find *who* or *what* is most important in the section.

Step 2: Find out what it is that the *who* or *what* are doing.

Step 3: Use some of the most important words in the text to summarize the section in 15 words or fewer. (Your summary can be more than one sentence.)

Using a document camera to project the text for the students, Mr. Franklin first models, by thinking aloud, how to apply the strategy with the first short section (two paragraphs) of a text on plants that the class has already read. As he reads all the paragraphs once, the students read chorally with him. Then, he goes back into the paragraphs and models how to do Step 1.

Vignette 4.3. Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction in Grade Three (cont.)

He circles the words that tell *who* or *what* is most important in the paragraphs, talking through the process as he goes along so his students can hear what he is thinking. He then models Step 2. Once he has plenty of words circled, he models how to decide which words are the most important by thinking aloud about the meaning of the passage. Then, he puts the words together to create a concise summary of the passage. He writes and edits multiple versions of the short sentence, crossing out words here and adding other words there, continuing to think aloud, until he settles on a sentence he is satisfied with. Then, he rereads the paragraph to make sure his 15-word statement is an accurate summary of the passage.

After he models once, he repeats the process with the next passage, and this time, he invites students to tell him which words to circle. Once he has guided students through Steps 1 and 2 and feels confident that they understand the task, he asks them to work with partners to create a collaborative summary using the words they have circled. He walks around the room to observe students and gauge how they are taking up the strategy as they negotiate with one another to another to create their summaries. The passage that the students summarize in pairs follows.

What is Photosynthesis?

Since they stay in one place and can't move around to find food, plants don't eat the same way that animals do. Photosynthesis is how plants eat. They use this process to make their own food, and they can make their food anywhere as long as they have three things. The three things are carbon dioxide, water, and light. Carbon dioxide is a chemical that is in the air. It's normal that carbon dioxide is in the air. Every time you breathe in, you breathe in a bunch of chemicals from the air, including oxygen and carbon dioxide. Plants breathe, too, and they breathe in the carbon dioxide.

Plants also drink, and they use their roots to suck water up from the soil. They also need light to live. Leaves are made up of a bunch of tiny cells. Inside the cells are tiny little things called chloroplasts. Chloroplasts are what makes leaves green, and they are also what takes the carbon dioxide, the water, and the light, and turns them into sugar and oxygen. The sugar is then used by the plants for food. This whole process is called *photosynthesis*.

Melanie and Rafael are working together to summarize the text. They have circled many words, including *photosynthesis*, *eat*, *process*, *carbon dioxide*, *water*, *light*, *chemical*, *air*, *breathe*, *leaves*, *chloroplasts*, *sugar*, *oxygen*, *plants*, and *food*. Now they must work together to determine what is most important to include in their summary. Mr. Franklin listens in on their discussion.

Melanie: We could say, "Plants make their own food, and they use carbon dioxide and water and light . . ."

Rafael: And air, they need air, too. So, we could say, "Plants make their own food, and they need carbon dioxide, water, light, and then they make their food with it, and it's called photosynthesis." Wait, that's too many words.

Vignette 4.3. Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction in Grade Three (cont.)

Melanie: Yeah, and I think . . . I think the carbon dioxide . . . Isn't that a chemical that's *in* the air? So maybe we don't need to use the word *air*.

Rafael: (Rereading the text with Melanie). Yeah, you're right. Okay, so let's cross out *air*. What about *chloroplasts*? What are those again?

Melanie and Rafael reread the passage multiple times as they collaboratively construct their summary, making sure that the words they are using are absolutely essential. They discuss how to put the words together so that the summary conveys the core meanings of the passage. As they discuss and write, they choose necessary adjectives and prepositional phrases (e.g., *in the leaves*), and precise vocabulary, and they rearrange the order of the words to best convey their thinking.

Rafael: Okay, so we could say, "Plants make their own food, and they use carbon dioxide, water, and light to do it. The chloroplasts in the leaves turn all that into sugar, and it's food. It's photosynthesis."

Melanie: That's way too many words. Maybe we can combine some of the ideas. How about, "Plants make their own food with the chloroplasts in their leaves . . ."

Rafael: In their cells. Here, it says that the chloroplasts are in their cells.

Melanie: Yeah, in their cells. So we could say that, and then say that they use the chloroplasts to make the food, right? They use it to make sugar and oxygen, and the sugar turns into food.

Rafael: Yeah, but I think that's still going to be too many words. How about . . . (Looks at the second sentence in the text.) Here! Here it says "Photosynthesis is . . ." How about if we start with that?

Melanie: "Photosynthesis is when plants make their own food using carbon dioxide, water, and light." That's fourteen words!

Rafael: Do we need "chloroplasts?"

Melanie: I think this is what the passage is mostly about.

Rafael: Me, too.

Mr. Franklin checks the summary statements each set of partners has written and provides support to those who need it. Some students are so focused on the *game* part of the task that they forget to go back to the text to verify that their summaries accurately represent the most salient ideas in the passage, so he redirects them to do so. Students who finish are able to move to the next section and repeat the process. Once the allotted time for the task is up, Mr. Franklin asks each pair to share their summary with another pair and compare what they wrote. Then, he asks for volunteers to share their summary statements with the whole class. Mr. Franklin sees that some of his students are still not quite understanding the process, so as the rest of the class works independently (with their partners) on the next section, he invites these students to his teaching table to provide additional modeling and guided practice. In doing so, he is able to make sure that all students become completely comfortable with the strategy.

Vignette 4.3. Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction in Grade Three (cont.)

Teacher Reflection and Next Steps

Over the next several days the students practice using collaborative summarizing as they read sections of their science informational texts. The following week, Mr. Franklin will introduce another layer of the strategy, which involves students working in heterogeneous groups of four. In order to ensure equitable participation in the task, he will teach them to assume designated roles with specific responsibilities which will be posted in the room on a chart for easy reference. The students will take turns assuming different roles each time they engage in the task.

Collaborative Summarizing Responsibilities

Facilitator:	Guides the group in the process. Makes sure everyone is participating.
Scribe:	Takes the official, most legible notes that anyone can use for reporting out (everyone else must take their own notes, too).
Timekeeper:	Keeps an eye on the time and moves the group along so they don't run out of time.
Encourager:	Gives specific praise to group members. Encourages members to assist one another.

The following week during collaborative planning time, Mr. Franklin debriefs with his teaching team. The teachers indicate how impressed they are with the students' ability to discuss the *content* of the passages and focus on the *language* they will use to summarize them. Mr. Franklin shares how a few of his students still do not quite understand the strategy, even after his modeling, guided practice, and small group teacher-supported instruction. The teachers decide that they will all model the task as a group for each of their classes. They think their students will enjoy watching their teachers pretend to be third graders, and they also feel that this type of *fish bowl* modeling will help reinforce the strategy for all students as well as provide additional scaffolding for those students who still find the strategy challenging.

Additional Information

Web sites

- Readingrockets.org has ideas for Using Collaborative Strategic Reading (<http://www.readingrockets.org/article/103>).
- CSR Colorado provides resources for using Collaborative Strategic Reading (<http://www.csrcolorado.org/en/>).

Recommended reading

Klingner, Janette Kettmann, Sharon Vaughn, and Jeanne Shay Schumm. 1998. "Collaborative Strategic Reading During Social Studies in Heterogeneous Fourth-Grade Classrooms." *The Elementary School Journal* 99 (1): 3-22.

Designated ELD Vignette

The example in vignette 4.3 illustrates good teaching for all students, with particular attention to the language needs of ELs through integrated ELD. English learners additionally benefit from intentional and purposeful designated ELD instruction that stems from and builds into content instruction. Vignette 4.4 illustrates how designated ELD can build from and into content instruction.

Vignette 4.4. Analyzing Complex Sentences in Science Texts Designated ELD Instruction in Grade Three

Background

Mr. Franklin has noticed that some of his EL students at the Expanding level of English language proficiency find the complex informational texts the class is using in integrated ELA and science very challenging. (See vignette 4.3.) In particular, he has noticed that some of the domain-specific and general academic vocabulary and dense grammatical structures of these complex texts are unfamiliar. Mr. Franklin often paraphrases and explains the meaning as he reads complex informational texts aloud to students; however, he wants students to gain greater independence in understanding the language of the complex texts, because he knows that the language they will encounter as they move up through the grades will be increasingly challenging. Therefore, he would like students to develop strategies for comprehending the complex language they encounter in science informational texts that they can use when they are reading independently or with peers, and he also wants them to learn to use a greater variety of vocabulary and grammatical structures in their writing and speaking about science.

Lesson Context

The third-grade teaching team plans their upcoming designated ELD lessons together. They begin by analyzing the language in the texts they use for instruction. One text that students will be reading in small reading groups during ELA instruction is called *From Seed to Plant*, by Gail Gibbons. As the teachers analyze the text, they note several potentially new domain-specific words (e.g., *pod*, *pistile*, *ovule*), that they will teach during science. In addition, the text contains several long, complex sentences that they anticipate their EL students will find challenging. The team also notices that there is a pattern in many of the complex sentences; they contain subordinating conjunctions that create a relationship of time between two events (e.g., *Before* a seed can begin to grow, a grain of pollen from the stamen must land on the stigma.). The team discusses the challenge students may face if they miss the meaning these relationships between clauses create, and they plan several designated ELD lessons, adjusted to different English language proficiency levels, during which they can discuss this way of connecting ideas. The learning target and cluster of CA ELD Standards Mr. Franklin focuses on in the lesson are the following:

Vignette 4.4. Analyzing Complex Sentences in Science Texts Designated ELD Instruction in Grade Three (cont.)

Learning Target: The students will describe ideas using complex sentences to show relationships of time.

Primary CA ELD Standards Addressed (Expanding level shown):

ELD.PI.3.1 – Contribute to class, group, and partner discussions . . . ; ELD.PI.3.6 – Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support; ELD.PI.3.6 – Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas . . .

Lesson Excerpt

After the students have read *From Seed to Plant* once during ELA, Mr. Franklin sets the stage with his designated ELD group of students at the Expanding level of English language proficiency by clearly explaining the purpose of the series of lessons he will teach that week.

Mr. Franklin: This week, we are going to be looking closely at some of the language in the book we are reading, *From Seed to Plant*. The way that we discuss the language in the book is going to help you understand what the author is trying to tell us. Discussing the language in books also helps you when you are reading and writing on your own.

Mr. Franklin distributes copies of the book to the children and reviews the general meanings in the text, which they discussed earlier that day. He asks them to work in pairs—not to read the text but instead to look at the illustrations and take turns describing what is happening in them, using what they remember from the morning's read aloud and discussion. He tells them to encourage their partners to provide many details in their descriptions. As the students engage in the task, he listens to them and notes in his observation journal whether they are using domain-specific vocabulary and complex sentences to express time relationships (e.g., *When the fruit is ripe, it starts to break open.*). He notes that a few students are using compound sentences (e.g., *The fruit gets ripe, and it breaks open.*), and some are using complex sentences. However, most of the children are using only simple sentences (e.g., *The fruit gets ripe. The fruit breaks.*).

After several minutes of observing, Mr. Franklin stops the children and tells them that they are going to be using the text to put together two events in sentences in a way that shows when the events happened. In order to describe what he means by this, he orally models using complex sentences with time-related subordinating conjunctions using conversational language:

- *Before* I go to bed at night, I brush my teeth.
- *When* the bell rings, you all stop playing.
- You listen, *while* I read stories to you.
- *After* you come in from recess, I read you a story.

Vignette 4.4. Analyzing Complex Sentences in Science Texts Designated ELD Instruction in Grade Three (cont.)

He explains that when they closely observe the language used in books and in their speaking, they can find out how the language works to make different meanings, such as showing when things happen. Using a document camera, he displays the same complex sentences he just provided orally. He explains that each sentence has two events. Sometimes the events are happening at the same time, and sometimes they are happening *in order*—one event first and the other second. He highlights the subordinate clauses and circles the subordinating conjunctions (*before, when, while, after*) while explaining that the words that are circled let us know when the two events in the sentence are happening in relation to one another.

Showing When Events Happen	
Sentence	When the events are happening
<i>Before</i> I go to bed at night, I brush my teeth.	happens second, happens first
I brush my teeth <i>before</i> I go to bed at night.	happens first, happens second
<i>When</i> the bell rings, you all stop playing.	both happen at the same time
You listen <i>while</i> I read stories to you.	both happen at the same time
<i>After</i> you come in from recess, I read you a story.	happens first, happens second
I read you a story <i>after</i> you come in from recess.	happens second, happens first

Mr. Franklin reads the sentences with the children and discusses what is written on the chart.

Mr. Franklin: What would happen if the words *before* or *after* or *when* were taken away? What if I said, “I go to bed. I brush my teeth.”

Mai: We can’t know when it happens.

David: It doesn’t make sense!

Mr. Franklin: Right, sometimes it doesn’t make sense. I can tell you about when things happen if I use the words *after, before, while*, and other words that show time. We’re going to play a game to practice using those word to tell when things happen, and then we’re going to see how those words are used in the book we’re reading, *From Seed to Plant*.

Mr. Franklin reads the sentence frames he has written on the white board, as the children read chorally with him. He asks them to take turns making up two events and to use the sentence frames to show when the events happened. The sentence frames follow.

Vignette 4.4. Analyzing Complex Sentences in Science Texts Designated ELD Instruction in Grade Three (cont.)

- Before I come to school, I _____.
- After I get home from school, I _____.
- While I'm at school, I _____.

After the children have practiced putting together two familiar ideas using complex sentences and familiar language, he shows them how these same ways of telling when something is happening appears in *From Seed to Plant*, using his document camera to project several sentences from the book for everyone to see. After each sentence, he thinks aloud, rephrasing what the sentences mean (e.g., I think this means . . . The word *before* tells me that . . .). He highlights the subordinate clauses and circles the subordinating conjunctions in each sentence.

Showing When Events Happen	
Sentence	When the events are happening
<i>Before</i> a seed can begin to grow, a grain of pollen from the stamen must land on the stigma . . .	happens second, happens first
<i>While</i> they visit the flowers for their sweet juice, called nectar, pollen rubs onto their bodies.	both happen at the same time
<i>When</i> the fruit or pod ripens, it breaks open.	happens first, happens second

Mr. Franklin discusses the meanings of the sentences with the students and guides them to identify the two events and describe how the words *before*, *while*, and *when* create a relationship between the two events in time. Next, he asks the children to go back through *From Seed to Plant* again to look closely at the illustrations. Then he asks them to use the words *when*, *before*, and *while* to explain what is happening to their partner using the pictures to help them. Afterwards, they will check what the text says and compare their sentences with the author's.

At the end of the lesson, Mr. Franklin asks students to listen for *when* and how their friends or teachers link ideas using these special connecting words. Mr. Franklin also encourages his students to try using these more complex types of sentences in their own speaking and writing.

Vignette 4.4. Analyzing Complex Sentences in Science Texts Designated ELD Instruction in Grade Three (cont.)

Teacher Reflection and Next Steps

When the third-grade teachers meet the following week, they share their experiences teaching the designated ELD lessons they had planned together to the different groups of EL students. Mr. Franklin's colleague, Mrs. Garcia, taught the differentiated lessons to the third-grade EL students at the Emerging level of English language proficiency. This group of children has been in the country for a year or less and needs substantial scaffolding to access complex text.

Mrs. Garcia explains how she modified the designated ELD lessons by providing time at the beginning of the week for the children to discuss and describe the illustrations of the text as well as other pictures, using simple sentences, to help them become familiar with the new vocabulary and syntax. This preparation appeared to support these children when they began to tackle complex sentences. Next, she and the children chorally chanted poems containing the subordinating conjunctions *before*, *while*, and *after* (e.g., Before I go to bed, I brush my teeth. Before I go to school, I eat my breakfast.). The group then created a big book using compound and complex sentences to describe the illustrations in *From Seed to Plant*.

With this differentiated instruction during designated ELD time, all of the EL students in the third-grade classes were able to gain deeper understandings of how writers and speakers can choose to use language in particular ways to express relationships between events in terms of time. The teachers agree to continue developing designated ELD lessons that build their students' understanding of how to create different kinds of relationships between ideas. They also concur that using the books and supplemental texts students are reading in ELA, science, social studies, and other content areas is a useful way of helping ELS understand both the language used in those text and the content they convey.

Resource

Gibbons, Gail. 1991. *From Seed to Plant*. New York: Holiday House.

Additional Information

Web site

- The Text Project (<http://www.textproject.org/>) has many resources about how to support students to read complex texts, including "7 Actions that Teachers Can Take Right Now: Text Complexity."

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods, including communication with families, in order to design effective instruction for

them. They need to adapt and refine instruction as appropriate for individual learners. Importantly, students will not receive the excellent education called for in this *ELA/ELD Framework* without genuine collaborations among those responsible for educating California’ children and youth. (See figure 4.32.)

Utilizing the strategies described throughout this framework will assist teachers in designing and providing lessons that will guide most students to successfully achieve the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards. However, some students will need additional supports and even interventions. Intervening early, before students experience years of stress and failure, has been shown to dramatically decrease future reading difficulties. Research has revealed that reading difficulties become increasingly more resistant to intervention and treatment after the third grade. Ensuring the success of all students requires a school-level system for early identification of students who are experiencing difficulty with literacy skills and a school-level system for providing those students with supports and interventions they need to become proficient readers by the third grade.

Third grade is a critical year, one of extraordinary progress. Students reach new heights in gaining information and expressing opinions in their reading, writing, and speaking. They exercise their power to research new fields throughout the curriculum and become inspired by the plights and accomplishments of the characters and historical and contemporary figures they meet in literature. As these students move into fourth grade, the hope is that their deepening literacy skills will keep pace giving passage to their developing interests and curiosities.

Figure 4.32. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they regularly collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

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Content and Pedagogy: Grades Four and Five

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Overview of the Span

In the transitional kindergarten through grade-three years of schooling, students develop the skills, knowledge, and dispositions to begin meaningful independent engagement with text at their grade-level, which expands children's worlds mightily. During those early years, they learn about and build fluency with the alphabetic code, including using it for their own purposes as they write. At the same time, they make great gains in vocabulary, acquire more complex syntactical structures, build subject matter knowledge, learn to comprehend and think critically about grade-level literary and informational texts, and gain skill in communicating and collaborating with diverse others. Importantly, primary grade children learn that texts offer enjoyment and knowledge and that they are worth pursuing, and students find satisfaction in sharing their stories, opinions, and knowledge with others. Excellent literacy instruction during the transitional kindergarten through grade-three years is imperative because it lays the foundation for future success.

Teachers of older students need to ensure students' literacy and language continue to develop so that all students are best prepared for fulfilling futures in college, their careers, their communities, and their lives.

However, excellent instruction in the first years of schooling does not *guarantee* success in the years ahead. Older students—those in grade four and above (referred to in much of the research and professional literature as “adolescents”)—must also be provided excellent instruction. As students progress through the grades and into the final years of elementary school, the texts and tasks they encounter become increasingly challenging. Teachers of older students need to ensure students' literacy and language continue to develop so that all students are best prepared for fulfilling futures in college, their careers, their communities, and their lives.

In its report *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success* (<https://www.carnegie.org/about/our-history/past-programs-initiatives/f>), the Carnegie Council on Advancing Adolescent Literacy (2010, p. 10) notes that “Literacy demands—meaning the specific combination of texts, content, and the many learning tasks to be performed at any given grade level—change and intensify quickly for young learners after fourth grade.” Specifically, the committee identifies the following changes:

- Texts become longer.
- Word complexity increases.
- Sentence complexity increases.
- Structural complexity increases.
- Graphic representations become more important.
- Conceptual challenge increases.
- Texts begin to vary widely across content areas.

Students in grades four and five learn to employ and further develop their literacy and language skills to comprehend, use, and produce increasingly sophisticated and complex texts as well as communicate effectively with others about a range of texts and topics. Importantly, they read widely and they read a great deal. They read to pursue knowledge (as when they engage in research) and they read for pleasure. English learners participate fully in the ELA and other content curricula as they simultaneously learn English as an additional language.

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It is important to note that, even as children are learning English as an additional language, California values the primary languages of its students and encourages continued development of those languages. This is recognized by the establishment of the State Seal of Bilingualism. (See the introduction to this *ELA/ELD Framework*.) In addition, and as discussed in chapters 2 and 9, California takes an *additive* stance to language development for all children. This framework views the “non-standard” dialects of English that linguistically and culturally diverse students may bring to school from their homes and communities as valuable assets, resources in their own right and solid foundations to be built upon for developing academic English. The goal is to support all students to add academic English to their linguistic repertoires while also maintaining the languages and different varieties of English that are used in homes and communities. This additive approach promotes both positive self-image and school success.

... California classrooms are learning environments where students with disabilities, a diverse group of children with varying needs and abilities, are supported to engage in an intellectually rich and engaging curriculum that supports their achievement of grade-level standards with the appropriate strategies, supports, and accommodations to do so.

Similarly, California classrooms are learning environments where students with disabilities, a diverse group of children with varying needs and abilities, are supported to engage in an intellectually rich and engaging curriculum that supports their achievement of grade-level standards with the appropriate strategies, supports, and accommodations to do so. See chapter 9 of this *ELA/ELD Framework*.

This chapter provides guidance for supporting all students’ achievement of the CA CCSS for ELA/Literacy (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>) and, additionally for ELs, the CA ELD Standards (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>) in grades four and five. It begins with a brief discussion of the importance of the integrated and interdisciplinary nature of the language arts. It then highlights the key themes of ELA/literacy and ELD instruction for the span and describes appropriate ELD instruction. Grade level sections provide additional specific guidance for grade four and grade five.

An Integrated and Interdisciplinary Approach

As in every grade level, ELA/Literacy and ELD instruction in the fourth- and fifth-grade span reflects an integrated and interdisciplinary approach to learning. Instruction in both ELA/literacy and ELD is organized in such a way that acknowledges and capitalizes on the fact that reading, writing, speaking and listening,¹ and language develop together and are mutually supportive. The CA CCSS for ELA/Literacy strands are not treated in isolation from one another in the classroom; rather, instruction is integrated. Likewise, the CA ELD Standards call for integration of the language arts. English learners in grades four and five interact in meaningful ways with text and with others, learn about how English works, and continue to strengthen their foundational literacy skills, all of this working in concert to support successful comprehension and effective expression.

The CA CCSS for ELA/Literacy and the CA ELD Standards also recognize the role that the language arts play across the curricula. Through the language arts, students acquire knowledge and inquiry skills in the content areas. They read to gain, modify, or extend knowledge or to learn different

¹ As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include deaf and hard of hearing students using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

perspectives. They write to express their understandings of new concepts under exploration and also to refine and consolidate their understanding of concepts. They engage in discussion to clarify points; ask questions; summarize what they have heard, viewed, read, or otherwise experienced;

Through the language arts, students acquire knowledge and inquiry skills in the content areas. They read to gain, modify, or extend knowledge or to learn different perspectives.

explain their opinions; and as they collaboratively work on projects, hands-on investigations, and presentations. They acquire language for new concepts through reading and listening and use this language in speaking and writing. As the language arts are employed in the content areas, skills in reading, writing, speaking and listening, and language themselves are further developed. The reciprocal relationship between the language arts and content learning is apparent throughout California's subject matter content standards. Example content standards from grades four and five that reveal this relationship include the following:

- Use the vocabulary of theatre, such as *plot*, *conflict*, *climax*, *resolution*, *tone*, *objectives*, *motivation*, and *stock characters*, to describe theatrical experiences. (California Grade Four Visual and Performing Arts Theatre Content Standard 1.1)
- Support an argument that plants get the materials they need for growth chiefly from air and water. (California Grade Five Next Generation Science Standard 5-LS1-1)
- Explain the difference between offense and defense. (California Grade Four Physical Education Standard 2.1)
- Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). (California Grade Five History–Social Science Content Standard 5.2.1)
- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (California CCSS Grade Five for Mathematics Standard 5.NBT.2)

Similarly, the components of the CA ELD Standards—“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills”—are integrated throughout the curriculum in classrooms with ELs. CA ELD Standards are addressed in ELA/literacy, science, social studies, mathematics, the visual and performing arts, and other subjects, rather than being addressed exclusively during designated ELD.

Classroom snapshots and longer vignettes presented throughout this chapter illustrate how the CA CCSS for ELA/Literacy strands, the CA ELD Standards, and other content standards can and should be integrated to create an intellectually-rich and engaging literacy program.

Classroom snapshots and longer vignettes presented throughout this chapter illustrate how the CA CCSS for ELA/Literacy strands, the CA ELD Standards, and other content standards can and should be integrated to create an intellectually-rich and engaging literacy program.

Key Themes of ELA/Literacy and ELD Instruction

This section discusses each of the five themes of California's ELA/literacy and ELD instruction described in the introduction to this framework and chapters 1 and 2 as they pertain to grades four and five (see figure 5.1): **Meaning Making**, **Language Development**, **Effective Expression**,

Content Knowledge, and **Foundational Skills**. Impacting each of these for ELs is learning English as an additional language, and impacting all students is the context in which learning occurs. Displayed in the white field of the figure are the characteristics of the context for instruction called for by this *ELA/ELD Framework*. Highlighted in figure 5.2 is research on **motivation and engagement**, discussed in chapter 2 of this framework. Teachers in the grade span recognize their critical role in ensuring children’s initial steps on the exciting pathway toward ultimately achieving the overarching goals of ELA/literacy and ELD instruction (displayed in the outer ring of figure 5.1): students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century.

Figure 5.1. Circles of Implementation of ELA/Literacy and ELD Instruction



Figure 5.2. Motivation and Engagement

Educators should keep issues of motivation and engagement at the forefront of their work to assist students in achieving the CA CCSS for ELA/Literacy and CA ELD Standards. The panel report *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (Kamil, and others 2008, p. 28–30) makes clear the importance of addressing motivation and engagement throughout the grade levels and recommends the following practices in classrooms with older students:

1. Establish meaningful and engaging content-learning goals around the essential ideas of a discipline as well as the specific learning processes students use to access those ideas.
 - Monitor students’ progress over time as they read for comprehension and develop more control over their thinking processes relevant to the discipline.
 - Provide explicit feedback to students about their progress.
 - Set learning goals. When students set their own goals, they are more apt to fully engage in the activities required to achieve them.

2. Provide a positive learning environment that promotes students' autonomy in learning.
 - Allow students some choice of complementary books and types of reading and writing activities.
 - Empower students to make decisions about topic, forms of communication, and selections of materials.
3. Make literacy experiences more relevant to students' interests, everyday life, or important current events (Guthrie, and others 1999).
 - Look for opportunities to bridge the activities outside and inside the classroom.
 - Find out what your students think is relevant and why, and then use that information to design instruction and learning opportunities that will be more relevant to students.
 - Consider constructing an integrated approach to instruction that ties a rich conceptual theme to a real-world application.
 - Build in certain instructional conditions, such as student goal setting, self-directed learning, and collaborative learning, to increase reading engagement and conceptual learning for students (Guthrie, and others, 1999; Guthrie, Wigfield, and VonSecker 2000).
 - Make connections between disciplines, such as science and language arts, taught through conceptual themes.
 - Make connections among strategies for learning, such as searching, comprehending, interpreting, composing, and teaching content knowledge.
 - Make connections among classroom activities that support motivation and social and cognitive development.

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers' and the broader school community's open recognition that students' primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and also to draw on to build proficiency in English and in all school learning (de Jong and Harper 2011; Lindholm-Leary and Genesee 2010). Teachers are encouraged to do the following:

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Get to know students' cultural and linguistic backgrounds and how individual students interact with their primary/home language and cultures.
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum.
- Use texts that accurately reflect students' cultural, linguistic, and social backgrounds so that students see themselves in the curriculum.
- Continuously expand their understandings of culture and language so as not to oversimplify approaches to culturally and linguistically responsive pedagogy. (For guidance on implementing culturally and linguistically responsive teaching, see chapters 2 and 9 of this *ELA/ELD Framework*.)

Meaning Making

As discussed in chapter 2 of this framework, meaning making is central in each of the strands of the CA CCSS for ELA/Literacy and in all aspects of the CA ELD Standards. Reading standards for literature and informational text focus on understanding and integrating ideas and information presented in diverse media and formats as well as how the author's craft influences meaning. Writing standards reflect an emphasis on meaning making as students produce clear and coherent texts to convey ideas and information and as they engage in research and demonstrate understanding of the subject under investigation. Speaking and listening standards call for students to communicate their understandings and ideas clearly in ways that are appropriate for the context and task and to request clarification and explanation from others when they do not understand their ideas and comments. Language standards emphasize a growing awareness of how vocabulary, grammatical structures, and dialect and register differences affect how meaning is conveyed in different contexts. The foundational skills standards in the Reading strand, too, are crucial for meaning making as their achievement is critical for the proficiency with the code that is a necessary but not sufficient condition for comprehension.



In transitional kindergarten through grade three, students learned about meaning making in and through the language arts. They asked and answered questions to demonstrate understanding of text (RL/RI.K–3.1). They learned to determine the central message of texts they read themselves (RL/RI.K–3.2), texts read aloud to them, and information presented in diverse media and formats (SL1.3.2). Transitional kindergarten through grade-three children learned to describe elements of texts and how they contribute to meaning (RL/RI.K–3.3), use information from illustrations to make meaning (RL/RI.K–3.7), and compare the themes and content of texts (RL/RI.K–3.9). By the end of grade three, they independently and proficiently comprehended texts at the high end of the text complexity band for grades two and three.

Writing standards reflect an emphasis on meaning making as students produce clear and coherent texts to convey ideas and information and as they engage in research and demonstrate understanding of the subject under investigation.

During the transitional kindergarten through grade-three years, students also learned to express and share meaning through writing, communicating opinions, information, and stories with others (W.K–3, Standards 1–3), and through discussions and presentations (SL.K–3, Standards 1–6). And, in order to clearly convey meaning, they learned many oral and written language conventions (L.K–3, Standards 1–6). In short, students in transitional kindergarten through grade three learned that the language arts are *meaningful* acts and they learned how to use the language arts to access and share grade-level ideas and information in all the content areas.

During the transitional kindergarten through grade-three years, ELs were learning English as an additional language while also developing the abilities to fully engage with the academic grade level curricula that the CA CCSS for ELA/Literacy and other content standards call for. The CA ELD Standards guided teachers to support their EL students to interact in meaningful ways (ELD.PI.K–3, Standards 1–12) and learn about how English works (ELD.PII.K–3, Standards 1–7), all the while developing foundational skills in English, through integrated and designated ELD.

Meaning making continues to be a dominant focus of ELA/literacy and ELD instruction in the fourth- and fifth-grade span. Students have many opportunities to read exceptional literary and

informational texts independently and to share their understandings, insights, and responses with others. (See chapter 2 of this *ELA/ELD Framework* for a discussion of independent reading.) Students in these grades learn to engage meaningfully with increasingly sophisticated and complex texts and tasks and to convey and support their understandings of texts and grade-level topics in writing, discussions, and presentations. They continue to develop the skills they acquired in previous grades and they acquire new skills related to meaning making. Among the new meaning making skills addressed in the fourth- and fifth-grade span are the following:

Students in these grades learn to engage meaningfully with increasingly sophisticated and complex texts and tasks and to convey and support their understandings of texts and grade-level topics in writing, discussions, and presentations.

- Inference making and referring to details in a text (quoting accurately in grade five) to support inferences (RL/RI.4–5.1)
- Summarizing text (RL/RI.4–5.2)
- Describing the elements or explaining the content of text (RL/RI.4–5.3)
- Making sense of allusions to significant characters in mythology and figurative language (RL.4–5.4)
- Explaining the structure of different types of texts or part of a texts (RL/RI.4.5)
- Analyzing different points of view and accounts of the same event or topic (RL/R.4–5.6)
- Interpreting, using, and making connections among and analyzing different visual and multimedia elements of text and how they contribute to meaning (RL/RI.4–5.7)
- Explaining an author’s use of evidence to support ideas conveyed in text (RI.4–5.8)
- Comparing and contrasting texts with similar themes or on the same topic and integrating information from different texts (RL/RI.4–5.9)
- Considering the audience when writing to convey opinions, information/explanations, and narratives (W.4–5.4)
- Drawing evidence from literary or informational texts to support analysis, reflection, and research (W.4–5.9)
- Reviewing key ideas expressed in discussions and, in grade five, drawing conclusions (SL.4–5.1)
- Paraphrasing and summarizing portions of text read aloud or information presented in diverse media (SL.4–5.2)
- Identifying evidence a speaker or media source provides to support particular points and, in grade five, identifying and analyzing any logical fallacies in evidence or reasons provided to support a claim (SL.4–5.3)

See the section on language in this overview of the span for language-related meaning making standards that are new to the fourth- and fifth-grade span.

The CA ELD Standards amplify this emphasis on meaning making. Students continue to learn to interact in meaningful ways (Part I) through three modes of communication: collaborative, interpretive, and productive. In order to engage meaningfully with oral and written texts, they continue to build their understanding of how English works (Part II) on a variety of levels: how different text types are organized and structured to achieve specific purposes, how text can be expanded and enriched using particular language resources, and how ideas can be connected and condensed to convey different meanings. Importantly, fourth- and fifth-grade EL students deepen their *language awareness* by analyzing and evaluating the language choices made by writers and speakers.

The CA CCSS for ELA/Literacy and the CA ELD Standards call for all students to become critical readers, listeners, and viewers. The NGA/CCSSO (2010a, viii) and CDE (2013b, 6) recognize this important aspect of meaning making in the following instructional outcome:

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

Indeed, being able to *comprehend as well as critique* is one of the capacities of the literate individual described in the introduction to this framework. Students make progress toward this vision of literacy throughout their years of schooling. Thus, teachers of fourth and fifth graders ensure that students have the skills to engage meaningfully with texts, media, and peers *and that they are critical thinkers as they do so*. They consider intent and point of view of the source. They look for evidence an author, media source, or speaker uses to support a claim or point, and they identify and analyze logical fallacies.

Importantly, fourth- and fifth-grade EL students deepen their language awareness by analyzing and evaluating the language choices made by writers and speakers.

Teachers closely monitor students’ abilities to make meaning, and they ensure students monitor their own understanding as they read. Ongoing assessment of meaning making is crucial as meaning making is the very purpose of teaching the language arts, and it is fundamental for achievement of the goals discussed in the introduction and chapter 2 of this *ELA/ELD Framework* and displayed in the outer ring of figure 5.1: students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and develop the skills for living and learning in the 21st century. Formative assessment takes a variety of forms. Skilled teachers gather information as they observe students during instruction, conference with students about texts they are reading, and carefully review their responses to texts, media, and peers. They adapt their instruction in the moment and in their planning of subsequent lessons. They prepare and deliver differentiated instruction in order to address the needs and advance the learning of each of their students. (See chapter 8 of this *ELA/ELA Framework* for more information on formative assessment and chapter 9 for more information on differentiation.)

Meaning Making with Complex Text

Fourth graders are provided scaffolding as needed to engage meaningfully with literary and informational texts at the high end of the grades 4–5 text complexity band whereas by the end of grade five, students do so independently and proficiently.

Fourth graders are provided scaffolding as needed to engage meaningfully with literary and informational texts at the high end of the grades 4–5 text complexity band whereas by the end of grade five, students do so independently and proficiently. As discussed in chapter 2 and noted in each grade-span chapter, text complexity is determined on the basis of quantitative and qualitative dimensions of the text as well as on reader (including motivation, experiences, and knowledge) and task considerations.

In terms of quantitative measures of complexity, suggested ranges of multiple measures of readability for the grades four and five complexity band recommended by the NGA/CCSSO are provided in figure 5.3.

Figure 5.3. Associated Ranges from Multiple Measures for the Grades Four and Five Text Complexity Band

ATOS (Renaissance Learning)	Degrees of Reading PowerP®	Flesch-Kincaid	The Lexile FrameworkP®	Reading Maturity	SourceRater
4.97–7.03	52–60	4.52–7.74	750–1010	5.42–7.92	0.84–5.75
Source National Governors Association Center for Best Practices and Council of Chief State School Officers. n.d. "Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity, 4. <i>Common Core State Standards Initiative</i> .					

Quantitative measures provide a first and broad—and sometimes inaccurate—view on text complexity. Teachers should examine closely *qualitative* factors, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands of the text. Texts that have multiple levels of meaning, use less conventional story structures (such as moving back and forth between different characters' perspectives), employ less common language, and require certain background knowledge are more challenging to readers, and therefore considered more complex text. (See figure 2.8 in chapter 2 of this *ELA/ELD Framework*.) Readability formulae cannot provide this information.

The complexity of a text for readers also depends upon their motivation, knowledge, and experiences and upon what students are expected to do with the text (in other words, the task). When determining the complexity of the text and task for students, teachers should examine the text and consider the task carefully **with their students in mind**. In other words, the difficulty of a text or task is relative to the reader. Teachers identify which aspects of a text or task are likely to be challenging for which particular students and provide instruction and support accordingly. They guide students to independence in making sense of challenging text; they do not simply tell students what a challenging text says. See the discussion of text complexity in chapter 2 of this *ELA/ELD Framework*.

All students should be provided the opportunity to interact with complex text and be provided instruction that best supports their success with such text. Ample successful and satisfying experiences with complex text contribute to students' progress toward achieving the overarching goals of ELA/literacy and ELD instruction depicted in figure 5.1. Figure 2.10 in chapter 2 of this *ELA/ELD Framework* provides guidance for supporting learners' engagement with complex text, including additional considerations that are critical for meeting the needs of ELs. Figure 9.14 in chapter 9 adds information about supporting students who are experiencing difficulty with reading, thus ensuring that they, too, have opportunities to engage successfully with complex text.

Importantly, students read and reread complex (and other) texts for different purposes: to trace a line of argument, identify details that support an idea, learn new content, or determine how an author uses language to evoke emotions from the reader or to convey meanings in other intentional ways. They at times skim for a broad sense of the text and the features it employs; they at times "race" through and "devour" a text that captivates their imagination or interest; they at times read slowly and deliberately to analyze ideas and language in

Importantly, students read and reread complex (and other) texts for different purposes: to trace a line of argument, identify details that support an idea, learn new content, or determine how an author uses language to evoke emotions from the reader or to convey meanings in other intentional ways.

the text. They read closely not for the sake of close reading, but for the sake of deeply understanding a topic or narrative of interest. Teachers work to ensure reading is worthwhile; they strategically pose questions and facilitate engaging conversations about the content of the text and the text itself.

Language Development

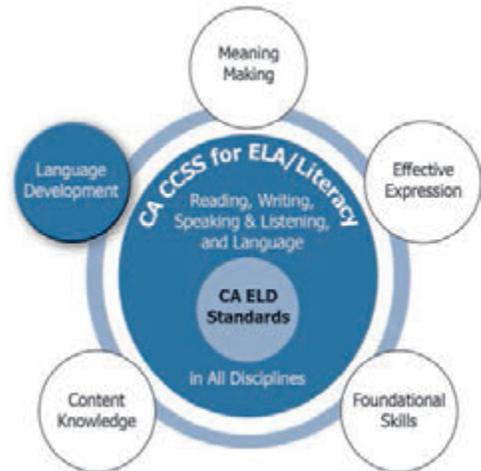
As discussed in chapter 2 of this *ELA/ELD Framework*, language is central to reading, writing, speaking, and listening—and all learning. Language development was a high priority in transitional kindergarten through grade three and continues to be so in the fourth- and fifth-grade span and beyond.

In the transitional kindergarten through third grade span, students expanded their vocabulary repertoires and grammatical and discourse understandings and uses in each of the ELA/literacy strands. They learned to determine the meaning of words and phrases, including general academic and domain-specific words and phrases as they are used in texts (RL.3.4/RI.1–3.4). They learned to use sentence-level context to determine or clarify the meaning of unknown and multi-meaning words and phrases (L.1–3.4a). They also learned to use word parts to determine the meaning of words. Specifically, they learned about affixes, including prefixes such as *dis-*, *un-*, *re-*, and *pre-* and suffixes such as *-less*, *-ful*, and *-able*, and they learned to use known root words as clues to the meanings of unknown words containing the same root, such as *company/companion* and *phone/phonics/symphony* (L.K–3.4b, L.1–3.4c). In grades two and three, they gained skill in using print and digital glossaries and beginning dictionaries to determine or clarify the precise meaning of word and phrases in all content areas (L.2.4e/L.3.4d). By the end of grade three, students learned to distinguish shades of meaning among related words that describe states of mind or degrees of certainty (L.3.5c).

Prior to entering grade four, students learned to use linking words and phrases (such as *because*, *therefore*, *for example*) and temporal words appropriate for different purposes and types of writing: opinion pieces, informative/explanatory texts, and narratives (W.2–3, Standards 1–3). They also gained an awareness of different registers of language (L.2–3.3) and built skill in choosing words and phrases for effect (L.3.3).

Students in the fourth- and fifth-grade span continue to draw on what they learned in previous grades. New to this span in terms of attention to language and language awareness are the following:

- Using Greek and Latin affixes and roots as clues to meaning (L.4–5.4b)
- Using a thesaurus (L.4–5.4c)
- Using concrete words and phrases and sensory details in narratives and precise language and domain-specific vocabulary in informational/explanatory writing (W.4–5.2b, W.4–5.2d, W.4–5.3d)
- Acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases that signal precise actions, emotions, or states of being (L.4.6) or signal contrast, addition, and other logical relationships (L.5.6)
- Differentiating between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (L.4.3c)
- Expanding, combining, and reducing sentences for meaning, reader/listener interest, and style (L.5.3a)
- Comparing and contrasting the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems (L.5.3b)



The CA ELD Standards amplify this emphasis on language, particularly on the development of academic English and language awareness. Students interpret, analyze, and evaluate how writers and speakers use language; they explain how well the language supports opinions or presents ideas.

The CA ELD Standards amplify this emphasis on language, particularly on the development of academic English and language awareness. Students interpret, analyze, and evaluate how writers and speakers use language; they explain how well the language supports opinions or presents ideas (ELD.PI.4–5.7). Students also analyze the language choices of writers and speakers, distinguishing how their choice of language resources (e.g., vocabulary, figurative language) evokes different effects on the reader or listener (ELD.PI.4–5.8). This amplification of the CA CCSS for ELA/Literacy also includes a strong focus on selecting a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing (ELD.PI.4–5.12) or using modal expressions

(e.g., *probably/certainly, should/would*) to express attitudes or opinions or to temper statements in nuanced ways. Part II of the CA ELD Standards highlight the importance the CA CCSS for ELA/Literacy places on developing deep awareness of how English works on multiple levels: discourse, text, sentence, clause, phrase, and word levels.

Collaborative research projects promote language development as students communicate their new and existing knowledge and relevant experiences to one another. Speaking and listening standards from the CA CCSS for ELA/Literacy are addressed (SL.4–5.1, especially, and depending upon whether students prepare oral reports of their findings, SL.4–5.4), and the collaborative, interpretive, and productive skills outlined in the CA ELD Standards are richly employed when children undertake collaborative projects.

Vocabulary and Grammatical Understandings

The grades four and five CA CCSS for ELA/Literacy and CA ELD Standards continue the development of *academic language*. Vocabulary is addressed explicitly in the ELA/Literacy Reading, Writing, and Language strands. Students learn to determine the meaning of words and phrases in literature as well as general academic and domain-specific words and phrases in informational texts relevant to grade level topics and subject matter (RL/RI.4–5.4). They use precise language and domain-specific vocabulary as they write informative/explanatory texts (W.4–5.2d), and they use concrete words and phrases in narrative texts (W.4–5.3d). They determine or clarify the meaning of unknown and multiple-meaning words or phrases in texts and content using a range of strategies, learn figurative language, and acquire and use general academic and domain-specific words and phrases (L.4–5, Standards 4–6). They use their knowledge of morphology (affixes, roots, and base words), the linguistic context (e.g., the words, sentences, paragraphs, and larger sections of text around a new word), as well as reference materials to determine the meaning of new words as they encounter them in texts (L.4–5.4c; ELD.PI.6b)

Grammatical and discourse understandings are important across all of the strands of the CA CCSS for ELA/Literacy and the CA ELD Standards, and they aid students in their interactions with increasingly complex text. Students expand, combine, and reduce sentences for meaning, reader/listener interest, and style, using appropriate grammatical conventions (L.5.3a). They use a variety of transitional words, phrases, and clauses to create cohesion in different text types: to manage the sequence of events in narratives, to link ideas within and across categories of information

The grades four and five CA CCSS for ELA/Literacy and CA ELD Standards continue the development of academic language. Vocabulary is addressed explicitly in the ELA/Literacy Reading, Writing, and Language strands.

in informative/explanatory texts, and to link opinions and reasons in arguments (W.4–5, Standards 1–3). However, students also develop grammatical and discourse understandings as they examine text organization and structure (RL/RI.4–5.5). This reciprocal relationship between reading and writing—in terms of developing grammatical and discourse understandings—is emphasized in the CA CCSS for ELA/Literacy and amplified in the CA ELD Standards, particularly in ELD.PII.4–5, Standards 1–7.

Figures 5.4 and 5.5 provide examples of academic vocabulary and complex grammatical structures typical of complex literary and informational texts. Most students in grades four and five will need at least some support in understanding and producing this type of language, and ELs at early levels of English language proficiency will likely require substantial scaffolding and repeated practice with new language in the context of intellectually rich learning. In addition, academic vocabulary and complex grammatical structures are rich language resources for students to analyze, evaluate, and use as models in their own writing and speaking.

Figure 5.4. Selected Academic Language from *Where the Mountain Meets the Moon* by Grace Lin

General Academic Words	Complex Grammatical Structures
impulsive (p. 2) suited (p. 2) accompanied (p. 2) meager (p. 2) reverence (p. 4) anguish (p. 4) enthralled (p. 28) obedient (p. 31)	<ul style="list-style-type: none"> • Every time Ba told the story, she couldn't help thinking how wonderful it would be to have the mountain blooming with fruit and flowers, bringing richness to their needy village. (p. 8) • Through the window, Fruitless Mountain stood like a shadow, but Minli closed her eyes and imagined the house shimmering with gold and the mountain jade green with trees, and smiled. (p. 32) • When the mother called them for dinner, both refused to move, each clinging to their dishes of wet dirt; Minli had to smile at their foolishness. (p. 33)

Figure 5.5. Selected Academic Language from *We Are the Ship: The Story of Negro League Baseball* by Kadir Nelson

General Academic Words	Domain-Specific Words	Complex Grammatical Structures
prohibited (p. 2) genuine (p. 3) demanding (p. 5) equipped (p. 5) dispute (p. 9) integrate (p. 9) rival (p. 9) shameful (p. 18) consistent (p. 21)	professional league (p. 5) pennant (p. 9) umpire (p. 17) majors (p. 17) infielders (p. 17) spitters (p. 18) emery ball (p. 18) dugout (p. 20) strike (p. 21)	<ul style="list-style-type: none"> • When we <i>did</i> play, we got the wrong directions from our manager and were targets for opposing pitchers and base runners, which was a dangerous thing, because back in those days, no one wore any type of protective gear—not even the catcher. (p. 1) • He wanted to create a league that would exhibit a professional level of play equal to or better than the majors, so that when it came time to integrate professional baseball, Negroes would be ready. (p. 8)

To support the development of academic English, teachers observe their EL students' closely as they use English meaningfully in authentic tasks and provide strategically chosen, timely, and judicious feedback (rather than attempting to correct every error students make).

English Learners' Development of Academic English. The CA ELD Standards center on building ELs' proficiency in the range of rigorous academic English language abilities necessary for successful interaction with grade-level content and full access to the CA CCSS for ELA/Literacy and other content standards. The CA ELD Standards emphasize the importance of "positioning English learners as competent and capable of achieving academic literacies, providing them with an intellectually challenging curriculum with appropriate levels of support, apprenticing them into successfully using disciplinary language, and making the features of academic language transparent in order to build proficiency with and critical awareness of the features of academic language" (CDE 2014).

This requires teachers to think strategically about the types of learning experiences that will support their ELs at varying English proficiency levels to *build up* and *use* the English language resources and content knowledge necessary for participating in academic tasks. Teachers must continue to help their ELs to develop the type of English used in social or everyday situations, such as interacting informally with peers. Importantly, teachers allow students to use everyday English and even "imperfect" English as they develop English as an additional language, as well as their primary language where appropriate, while they engage in academic tasks. This does not mean that teachers should ignore grammatical or vocabulary *approximations*. This term, as opposed to *errors*, is used intentionally to signal that as EL students develop English and demonstrate their understandings through writing and speaking, they may approximate standard English. These approximations are not errors but rather a normal part of second language development. As ELs progress in their ELD, their approximations advance until they are equivalent, or nearly equivalent, to standard English.

The path students take as they develop academic English necessarily requires risk-taking, and students likely will make approximations with word choice, grammar, and oral discourse practices as they gain new understandings and abilities, particularly as the texts and tasks they encounter become increasingly complex. The CA ELD standards are focused on developing this steady advancement of academic English across the disciplines as students use English purposefully and meaningfully in a variety of tasks and with an abundance of texts. To support the development of academic English, teachers observe their EL students' closely as they use English meaningfully in authentic tasks and provide strategically chosen, timely, and *judicious* feedback (rather than attempting to correct every error students make).

Effective Expression

The development of effective oral and written expression is one of the hallmarks of the CA CCSS for ELA/Literacy and the CA ELD Standards. The Writing, Speaking and Listening, and Language strands of the CCSS include standards that focus on building students' expressive skills in academic contexts. At the same time, the Reading strand ensures that students engage with a wide range of high-quality literary and informational text and that they examine and learn from the author's craft.

Effective expression is important in all subject matter throughout the grades. In the fourth- and fifth-grade span, teachers build on what students learned in the primary grades to prepare them for the demands of middle and high school. They provide instruction on



the continuum toward achievement of the College and Career Readiness Anchor Standards to which the CCSS correspond. They also prepare students for achievement of the Standards for Career Ready Practice, presented in the Career Technical Education Model Curriculum (<http://www.cde.ca.gov/ci/ct/sf/documents/ctestdfrontpages.pdf>, CDE 2013a). In terms of effective expression, Standard 2 of the Standards for Career Ready Practice states that high school graduates *communicate clearly, effectively, and with reason*. Specifically, the standard reads:

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

Effective expression in writing, discussing, and presenting, and the use of language conventions are discussed in the subsections that follow. Additional guidance is offered in the grade level sections of this chapter.

Writing

Significant time and attention are devoted to writing in the grade span. As noted in previous chapters, a panel of experts on effective writing instruction recommends that one hour a day be devoted to writing throughout the elementary school, beginning in grade one. About half of the time should be devoted to instruction in the strategies, skills, and techniques of writing and the other half should be devoted to writing in a variety of contexts, including during content-area instruction (Graham, and others 2012). And because, as noted in *Informing Writing: The Benefits of Formative Assessment* (<http://carnegie.org/fileadmin/Media/Publications/InformingWriting.pdf>), a Report from the Carnegie Corporation of New York, “writing is not a generic skill but requires mastering the use of writing for multiple purposes” (Graham, Harris, and Hebert 2011, 9), students are taught to write a variety of text types, in every content area, for a variety of audiences, including audiences outside the school context.

... a panel of experts on effective writing instruction recommends that one hour a day be devoted to writing throughout the elementary school, beginning in grade one. About half of the time should be devoted to instruction in the strategies, skills, and techniques of writing and the other half should be devoted to writing in a variety of contexts, including during content-area instruction.

In transitional kindergarten through grade three, children learned to write a variety of text types, including opinion, informative/explanatory, and narrative texts (W.K–3. Standards 1–3). With guidance and support from adults, they produced writing in which the development and organization were appropriate to the task and purpose (W.2–3.4); engaged in planning, revising, and editing (W.K–3.5); and used technology to produce and publish writing (W.K–3.6). They conducted short research projects that built knowledge about a topic (W.3.7), recalling information from experiences and gathering information from print and digital resources, taking brief notes, and sorting evidence into provided categories (W.3.8). They wrote routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.2–3.10).

Writing instruction in the fourth- and fifth-grade span builds on instruction in the prior years by further developing previously learned skills and teaching new ones. Among the writing skills that are new to the grade span are the following:

- Logically grouping ideas in written work to effectively convey opinions and information (W.4–5, Standards 1–2)
- Formatting (such as headings) and using multimedia in written work to aid comprehension (W.4–5.2)
- Using quotations in informative/explanatory text (W.4–5.2)
- Using a variety of transitional words, phrases, and in grade five, clauses to manage the sequence of events in narratives (W.4–5.3)
- Providing details (W.4–5, Standards 1–3)
- Writing multiple-paragraph texts (W.4–5.4)
- Producing writing appropriate for the audience (W.4–5.4)
- Keyboarding one (grade four) to two (grade five) pages in a single sitting (W.4–5.6)
- Using the Internet to produce and publish writing and to interact and collaborate with others (W.4–5.6)
- Paraphrasing information from sources, categorizing information, and providing a list of sources (W.4–5.8)
- Drawing evidence from literary or informational texts to support analysis, reflection, and research (W.4–5.9).

As in all grades, writing is *taught*, not merely assigned and graded. A meta-analysis of research on writing instruction for students in grades four and above (Graham and Perin 2007) revealed that the following elements of instruction have positive effects on students' writing:

- Instruction in strategies for planning, revising, and editing their work
- Instruction in summarizing
- Instructional arrangements whereby students work together to plan, draft, revise and edit their work
- Specific, reachable goals for a particular work, including the purpose and the characteristics of the final product
- Access to word-processors (which is particularly effective for low-achieving writers)
- Instruction in sentence combining
- Prewriting activities designed to help students generate or organize ideas
- Inquiry activities in which students analyze data before writing, helping them develop ideas and content for a particular writing task
- A process writing approach
- Opportunities to study models of good writing specific to a particular instructional focus
- Writing in the content areas

Students in the fourth- and fifth-grade span dedicate more time than in previous years to engaging in process writing, with attention to planning, revising, and editing.

Instruction and curricular materials should reflect these findings.

Students in the fourth- and fifth-grade span dedicate more time than in previous years to engaging in process writing, with attention to planning, revising, and editing (W.4–5.5). Figure 5.6 shares the components of the writing process as described by Graham, and others (2012).

Figure 5.6. Components of the Writing Process

Components of the writing process include . . .

- **Planning**, which involves developing goals, generating ideas, gathering information, and organizing ideas
- **Drafting**, which is the development of a preliminary version of a work
- **Sharing** with others, including the teacher and peers, to obtain feedback and suggestions
- **Evaluating**, which is carried out by the student, peers, or the teacher who consider the objectives and which may involve co-constructed rubrics or checklists
- **Revising**, which may involve content, organization or word choices changes
- **Editing** with the goal of making the work more readable to an audience by employing language conventions, such as correct spelling, punctuation, and grammar as taught
- **Publishing** in order to share the final product publicly

Source

Graham, Steve, and others. 2012. *Teaching Elementary School Students to be Effective Writers: A Practice Guide* (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Students continue to learn that the writing process is not linear. Furthermore, they discover that not all components of the writing process are engaged in for every piece. For example, quick writes may not undergo revision and journal entries may not be edited—unless the student chooses to do so for some purpose. However, students in the grade span learn and engage in each of these components at some time, and they do so with different types of writing and across the curricula.

It is crucial that students are taught how to offer and receive feedback from others in order to strengthen writing. Teachers provide a variety of structures for giving feedback and coach students on what to look for and how to present their feedback. They may provide forms, checklists, or guiding questions. They may supply prompts, such as “The most interesting sentence in your work was _____.” or “Three words that captured my attention while reading your work were _____.” or “This sentence (or paragraph) supported your point well: _____.” “This sentence (or paragraph) helped me understand your focus of inquiry: _____.” Teachers model how to provide feedback. They also model what to do with feedback, perhaps by soliciting students’ comments on a sample text and then thinking aloud as they model revising the work incorporating students’ feedback.

In the fourth- and fifth-grade span, students begin to consider audience more than they did in previous grades. They learn “to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience. . .” (CDE 2013b, 20). Teachers ensure that students write for many audiences, including the writers themselves, parents, community members, and local and distant peers. Writing to authentic audiences heightens students’ recognition of the need for effective expression. Authentic audiences are those that have a “nonschool” interest in the written work, such as personnel from a local animal shelter to whom the students write requesting information about pet adoption or city council members to whom the students write after gathering information about water quality in the community. Teachers instruct and guide students to use different approaches and registers with different audiences.

As in all grades and all subject matter, formative assessment is a crucial part of writing instruction. Formative assessment occurs moment-to-moment, daily, and weekly as teachers observe and interact

with students and as they view and discuss with students their in-process and completed work. Formative assessment informs instruction: Teachers make adjustments as they teach, and they plan subsequent lessons based on what they learned about their students. Research on formative assessment in writing indicates that writing skill improves when teachers and peers provide feedback about the effectiveness of students' writing, when teachers teach students how to evaluate and refine their own writing, and monitor students' writing progress on an ongoing basis (Graham, Harris, and Hebert 2011, 6). Formative assessment of writing can occur a number of ways, including through the following (Romero 2008):

- Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)
- Inventories in which information about students' attitudes, self-perceptions, and interests related to writing are gathered through individual interviews or written surveys
- Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included concrete details" or "I used precise vocabulary from the discipline")
- Conferences in which the student and the teacher discuss a single or collection of works, progress toward specific objectives, and goals
- Rubrics constructed by the teacher and/or the students and completed by either or both as a writing project is under development
- Portfolios that include a large collection of artifacts selected by the student in consultation with the teacher and used to identify goals and inform subsequent instruction

The upper elementary grades are the final years before students transition to middle school. It is imperative that they develop the writing skills in each of the content areas that enable them to succeed in the next phase of their education. Students who are experiencing difficulty will need additional attention. Instruction should be clear and systematic with plenty of excellent models and ample time to practice. Feedback should be immediate and specific. Importantly, motivation should be kept high, students should find writing purposeful, and they should come to recognize they have something to say and that it will be valued by others.

Importantly, motivation should be kept high, students should find writing purposeful, and they should come to recognize they have something to say and that it will be valued by others.

Research on formative assessment in writing indicates that writing skill improves when teachers and peers provide feedback about the effectiveness of students' writing, when teachers teach students how to evaluate and refine their own writing, and monitor students' writing progress on an ongoing basis.

This focus on writing is amplified in the CA ELD Standards. Much of Part I is focused on students examining how successful writers use particular language resources to convey their ideas and also on making strategic choices about using language purposefully in writing for increasingly academic purposes. All of Part II focuses on enacting understandings of how written (and spoken) language works: how different text types are organized, how to make text more cohesive, how to expand ideas and enrich them, how to connect ideas in logical ways that create relationships between them, and how to condense multiple ideas to create precision. These understandings are critical for successful writing, particularly as ELs complete their

elementary years and enter into secondary schooling. For more on using the CA ELD Standards for formative assessment of writing, see chapter 8 of this *ELA/ELD Framework*.

Discussing

Students not only learn to express themselves effectively through writing, they learn to exchange ideas and information in discussions with adults and peers. Effective expression is crucial in the years of schooling ahead and in the workplace—as well as in life. Teachers in grades four and five recognize their role in their students' continuum of learning toward effective expression.

In transitional kindergarten through grade three, students began developing skill in one-on-one, small group, and teacher-led discussions about grade-level texts and topics. They learned to prepare for discussions by reading or studying required materials, follow agreed-upon rules for discussion, ask questions to check understanding, stay on the topic, link their comments to the remarks of others, and explain their ideas in light of the discussion (SL.K–3.1). They learned to ask and answer questions about information from a speaker, offering elaboration and detail (SL.K–3.3).

In the fourth- and fifth-grade span, students continue to develop their skills in discussing texts and grade-level topics. Among the new discussion skills learned during the fourth- and fifth-grade span are the following:

- Carrying out assigned roles in discussions (SL.4–5.1b).
- Responding to specific questions to clarify, follow up, or otherwise contribute to the discussion (SL.4–5.1c)
- Reviewing the key ideas expressed in discussions and, in grade five, drawing conclusions (SL.4–5.1d)
- Paraphrasing in grade four and summarizing in grade five text read aloud or information presented in diverse media and formats (SL.4–5.2)
- Identifying reasons and evidence provided by speakers or media sources for particular points, and by the end of grade five identifying and analyzing any logical fallacies (SL.4–5.3)
- Learning to differentiate between, and in grade five adapt speech to, contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (SL.4–5.6)

The CA ELD Standards amplify this focus on discussion and collaborative conversations—about content and about language—permeate both Parts I and II. Much of second language development occurs through productive and extended collaborative discourse that is focused on topics worth

Much of second language development occurs through productive and extended collaborative discourse that is focused on topics worth discussing.

discussing. The CA ELD Standards call for ELs to contribute meaningfully in collaborative discussions with a variety of audiences (e.g., whole class, small group, partner), including sustained and extended dialogue (ELD.PI.4–5.1). When engaged in conversations with others, they negotiate with or persuade others using particular language moves (e.g., “That’s an interesting idea. However . . .”) to gain and hold the floor (ELD.PI.4–5.3), and they learn to shift registers, adjusting and adapting their language choices according to purpose, task, and audience (ELD.PI.4–5.4).

Being productive members of discussions “requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and

Students not only learn to express themselves effectively through writing, they learn to exchange ideas and information in discussions with adults and peers. Effective expression is crucial in the years of schooling ahead and in the workplace—as well as in life.

Teachers provide explicit instruction, modeling, and protocols for effective discussions, and they ensure equity in participation. They also recognize that the environment they create can encourage all voices or can privilege some and silence others.

analyze and synthesize a multitude of ideas in various domains” (CDE 2013b, 26). Teachers in the fourth- and fifth-grade span work vigorously toward this goal. They ensure that students are provided many occasions to participate in academic discussions with a range of partners (including, as 21st century learners, distant ones; see chapter 10 of this *ELA/ELD Framework*), and that discussions are a deliberate and integral element of all curricula. Students discuss literary and informational books, including their content area textbooks. They discuss information presented orally and through a variety of media and formats. They discuss learning experiences, such as science inquiries and investigations, mathematical problem solving using manipulatives, social studies projects, and artistic explorations.

Teachers provide explicit instruction, modeling, and protocols for effective discussions, and they ensure equity in participation. They also recognize that the environment they create can encourage all voices or can privilege some and silence others. Research indicates that when students believe their ideas will be heard and respected, they are more likely to participate in discussions. This is especially true of students experiencing difficulty with reading who often lack confidence in themselves (Hall 2012). Teachers should also promote the acceptance of diverse viewpoints (Kamil, and others 2008).

In a report of evidence-based practices, Kamil and others (2008) provided four recommendations for engaging upper elementary and older students in high-quality discussions of text meaning and interpretation. These include that the teacher:

- Carefully prepares for the discussion by selecting text that is engaging, has multiple interpretations, is difficult, ambiguous, or controversial and developing questions that stimulate students to think reflectively and make high-level connections or inferences
- Asks follow-up questions that help provide continuity and extend the discussion, such as questions that call for a different interpretation, request an explanation of reasoning or identification of evidence from the text, or lead to further thinking or elaboration
- Provides a task, or a discussion format, that students can follow when they discuss texts together in small groups, such as taking different roles during discussions
- Develops and practices the use of a specific “discussion protocol,” that is a specific list of steps they plan to follow when they lead a discussion

Kamil and others note that “leading instructive discussions requires a set of teaching skills that is different from the skills required to present a lecture or question students in a typical recitation format” (25). Instead of employing the widely-used I-R-E (initiation-response-evaluation) approach to structure classroom discussions (Cazden 1986), in which the teacher initiates a question, a student responds, and the teacher provides an evaluative comment, such as “That’s right!” and then asks the next question, teachers should implement more dynamic, collaborative conversations in which all students play a greater role in carrying the conversation. This requires teachers to think strategically about the types of questions they ask, as well as the types of responses they provide. For

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example, in addition to asking questions that have a defined or expected response, teachers can ask more questions that have multiple possible interpretations, such as “How does the author let us know what kind of person the main character is?” Instead of providing evaluative responses, teachers can include responses in the form of questions that promote deeper thinking and extended discourse, such as “Can you tell us more about that?” or “How did you come to that conclusion?”

In addition, teachers should support students’ use of different approaches to texts. As appropriate for the purpose, students may be guided to take one of three stances: (1) an efferent stance, in which they work to determine what the text says; (2) an aesthetic stance, in which they consider their reactions to the text; or (3) a critical-analytical stance, in which they consider the author’s intent and perspectives and explore underlying arguments and assumptions. Students should be skilled at each of these approaches and they may all occur in a single extended discussion. Professional learning and opportunities for collaborative planning and teaching are crucial as teachers work to engage students in rich, meaningful discussions.

Presenting

Students engage in more formal expression by planning and delivering presentations (SL.4–5, Standards 4–5). In transitional kindergarten through grade three, students learned to give presentations by reporting on topics and texts, telling stories, and recounting experiences, using appropriate and relevant facts and details. They learned to express themselves clearly for their listeners. By the end of grade three, students planned and delivered an informative/explanatory presentation, organizing ideas around major points, presenting information in a logical sequence, including supporting details and clear and specific vocabulary, and providing a strong conclusion.

In the fourth- and fifth-grade span, students further develop their skills in presenting. Among the skills related to presenting that are new to the fourth- and fifth-grade span are the following:

- Organizing content effectively (SL.4–5.4)
- Including descriptive details to support main ideas or themes (SL.4–5.4)
- Planning and delivering narrative presentations (in grade four) and opinion speeches (in grade five) (SL.4–5.4a)
- Memorizing and reciting a poem or section of a speech or historical document (grade five) (SL.5.4b)
- Including audio recordings and, in grade five, multimedia components to enhance the development of main ideas or themes (SL.4–5.5)
- Recognizing when contexts call for the use of formal or informal English and adapting speech to a variety of contexts and tasks (SL.4–5.6)

Students have many opportunities to present ideas and information in collaboration with peers and individually. Some presentations are more elaborate than others and include audio, visual, or other media components to enhance the development of the ideas (SL.4–5.5). Some are live, some recorded; some are shared with a local audience, others with virtual audiences. Students continue to build competence in expressing thoughts and ideas in front of an audience and in creating captivating presentations that are logically and coherently organized in a manner appropriate for the content and purpose. They employ many 21st century skills in doing so. (See chapter 10 of this *ELA/ELD Framework*.)

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Using Language Conventions

Contributing to effective expression is students' command over language conventions, such as grammar and usage in writing and speaking (L.4–5.1 and L.4–5.3) and capitalization, punctuation, and spelling in writing (L.4–5.2). Command of conventions is critical across all of the strands of the CA CCSS for ELA/Literacy and the CA ELD Standards but is most explicitly addressed in the Language and Writing strands. Students continue to develop their use of conventional grammatical structures in writing and speaking, and conventions are tied explicitly to meaningful and effective communication. Detailed information about conventions addressed in the span is provided in the grade level sections. Regarding spelling development, see figure 4.7 and accompanying discussion in chapter 4 of this *ELA/ELD Framework*.

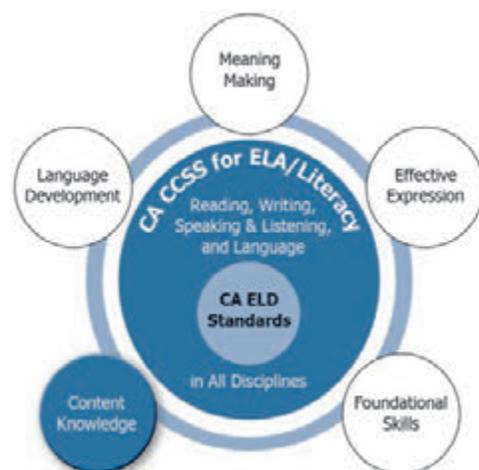
Content Knowledge

Standards related to content areas other than ELA/Literacy and ELD are provided in other curriculum frameworks and model curriculum published by the California Department of Education (<http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>). However, given the deeply intertwined relationship between content knowledge and ELA/literacy and ELD and the clear call for an integrated curriculum, brief discussions of content learning are included throughout this framework.

As noted in chapter 2 of this *ELA/ELD Framework*, research indicates that knowledge plays a significant role in text comprehension. Indeed, acquisition of knowledge in all content areas is a crucial component of literacy and language development, and meaning making with text not only requires the ability to employ comprehension strategies such as questioning, summarizing, and comprehension monitoring, it also demands some *knowledge of the topic* of the text (Lee and Spratley 2010). Thus, *the content areas should not be overlooked in order to devote more attention to the English language arts*. Knowledge enables students to better comprehend text and the language arts are tools to acquire and develop knowledge. The English language arts and the content areas develop in tandem. As the content areas are addressed, so too are the language arts as students engage in reading, writing, speaking and listening and language development in every curricular area and as they build the knowledge that will enable them to interact more meaningfully with subsequent texts.

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Students who receive specialized instructional services, including ELs and students with disabilities, will be disadvantaged if they are removed from the general education classroom during subject matter instruction in order to receive these services. High priority must be given to ensuring that all students have access to grade-level content instruction. Therefore, careful consideration should be given to the timing of special services—crucial as they are—in order to minimize disruption to subject matter learning. Planning for meeting the needs of all learners should be part of the Multi-Tiered System of Supports (MTSS)—a systemic process for examining the various needs and support requirements of all learners and developing schedules that allow time to adequately address these needs without removing students from core



instruction whenever possible. (See chapter 9 of this *ELA/ELD Framework* on access and equity for additional information on MTSS.)

In this section, the roles of wide reading, informational texts, and student engagement in research projects in building knowledge are highlighted.

Wide Reading

As noted throughout this framework, wide reading of a range of genres and text types on a range of topics is crucial for many reasons. Among them is that texts are a valuable source of general and domain-specific knowledge. Students in every grade level benefit by engaging in wide reading, as do adults throughout their lives. Teachers should provide students with time to read and access to appealing and diverse texts. They should have well stocked classroom libraries, collaborate with teacher librarians, and be well versed in exceptional children's literature, ready to make recommendations based on individuals' interests and needs. Furthermore, teachers should model their own enthusiasm for and spark their students' interest in texts, and they should create environments that motivate students to read and discuss texts with others. They should have an independent reading program as specified in the wide reading and independent reading section of chapter 2.

Teachers should provide students with time to read and access to appealing and diverse texts. They should have well stocked classroom libraries, collaborate with teacher librarians, and be well versed in exceptional children's literature, ready to make recommendations based on individuals' interests and needs.

Engaging with Informational Text

In grades four and five, the expectation is that more than half of the texts students read (other than their self-selected books for independent reading) are informational texts, which includes trade books, content area textbooks, newspapers, and magazines in printed and digital form. At the same time, students in grades four and five continue to have rich experiences with literary texts; indeed, experiences with literary texts are vital and they continue throughout the years of schooling. Literary texts, too, contribute to students' knowledge of the world and the human experience. Informational texts, however, are the focus of this section.

Informational texts are a considerable source of the knowledge that students acquire as they move through their years of schooling, and students should be taught how to read these texts because many differ from narrative texts in terms of language, organization, and text features (Duke and Bennett-Armistead 2003; Yopp and Yopp 2006). Furthermore, each discipline—science, mathematics, history—social science, the arts, and so on—conveys knowledge differently from the others (Derewianka and Jones 2012; Lee and Spratley 2010; Shanahan and Shanahan 2012; Zygouris-Coe 2012). Thus, students need instruction in how to read a range of informational texts, including how to gain meaning from graphics and visuals. As asserted in the research report on effective literacy instruction for upper elementary and older students, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, "helping students comprehend [content-area] text should be a high priority" (Kamil, and others 2008, 16).

Informational texts are a considerable source of the knowledge that students acquire as they move through their years of schooling, and students should be taught how to read these texts because many differ from narrative texts in terms of language, organization, and text features.

It is crucial that students engage with text—both as readers and writers—as they develop knowledge in the subject areas. Texts are used alongside other sources of

knowledge: inquiry and hands-on experiences, teacher presentations and demonstrations, class discussions, and audio and visual media. Each of these approaches should be employed routinely. It is important that students who are experiencing difficulty with reading are supported as they learn from texts; teachers should not avoid using texts with students who find them challenging and rely only on non-text media and experiences. Replacing texts with other sources of information—in spite of the intention to ensure access to the curriculum—limits students' skill to independently learn with texts in the future. In other words, instruction should be provided that enables all students to learn with texts alongside other learning experiences.

It is crucial that students engage with text—both as readers and writers—as they develop knowledge in the subject areas. Texts are used alongside other sources of knowledge: inquiry and hands-on experiences, teacher presentations and demonstrations, class discussions, and audio and visual media.

In previous grades, students interacted with a range of informational texts. They learned to ask and answer questions about grade-level text content (RI.K–3.1), determine the main idea and explain how details support the main idea (RI.K–3.2), and describe the relationship between ideas (RI.K–3.3). They learned to determine the meaning of domain-specific words or phrases in grade-level texts (RI.K–3.4), use text features and search tools to locate information (RI.K–3.5), distinguish their own point of view from that of the author (RI.K–3.6), use information gained from illustrations and words to demonstrate understanding of the text (RI.K–3.7), describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence) (RI.K–3.8), and compare and contrast the most important points and key details presented in two texts on the same topic (RI.K–3.9). They learned to comprehend informational texts at the high end of the text complexity band for grades two through three independently and proficiently (RI.K–3.10).

In addition, prior to entering grade four, students learned to write informative/explanatory texts, introducing the topic, grouping related information, including illustrations, developing the topic, using linking words, and providing a concluding statement or section (W.K–3.2) and they planned and delivered an informative/explanatory presentation on a topic, organizing ideas around major points of information, following a logical sequence, including supporting details, using clear and specific vocabulary and providing a strong conclusion (SL.K–3.4).

Students continue to develop the skills they learned in prior grades and they employ them with increasingly sophisticated texts and tasks. New to the fourth- and fifth-grade span in terms of learning with informational text are the following:

- Referring to details and examples in a text, and quoting the text accurately in grade five, when explaining what it says explicitly and when drawing inferences (RI.4–5.1)
- Summarizing text (RI.4–5.2)
- Explaining the content of text (RI.4–5.3)
- Describing the overall structure of different types of texts or part of a texts and in grade five comparing and contrasting different texts (RI.4–5.5)
- Comparing and contrasting firsthand and secondhand accounts, and in grade five multiple accounts, of the same event or topic (RI.4–5.6)
- Interpreting and drawing on information presented visually, orally, or quantitatively and explaining how they contribute to meaning (RI.4–5.7)
- Explaining an author's use of reasons and evidence to support particular points conveyed in text (RI.4–5.8)

- Integrating information from two, and in grade five several, different texts in order to speak or write about the subject knowledgeably (RI.4–5.9)
- Using formatting, illustrations, and multimedia in writing informative/explanatory text to aid comprehension (W.4–5.2)
- Using concrete details, quotations and other information and examples to develop the topic of informative/explanatory text (W.4–5.2b)
- Linking ideas across categories of information using words, phrases, and clauses when writing informative/explanatory texts in grade five (W.5.2c)
- Using precise language and domain-specific vocabulary in writing (W.4–5.2d)
- Acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases (L.4–5.6)
- Drawing evidence from texts to support analysis, reflection, and research (W.4–5.9)
- Paraphrasing portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (SL.4–5.2)
- Identifying the reasons and evidence a speaker or media source provides to support particular points (SL.4–5.3)

These abilities and skills are taught across the curricula—in history–social science, science, visual and performing arts, health, mathematics, and so on. Teachers should have access to collections of texts on the same topic so that opportunities exist for a coherent, rather than haphazard, building of knowledge, and the school library collection should be developed to meet this need.

The CA ELD Standards provide guidance on how teachers can support their EL students to engage meaningfully with complex tasks and tasks to develop the skills and abilities described above, with appropriate levels of scaffolding based on students’ English language proficiency levels.

Engaging in Research

Engaging in research contributes to students’ knowledge of the world, and it is one of the most powerful ways to integrate the strands of the language arts with one another and with subject matter. The Writing strand of the CA CCSS for ELA/Literacy calls for students to participate in research projects (W.4–5, Standards 7–8), ones that may be completed in the course of a few hours or over an extended time frame (W.4–5.9). Students engaged in research, with guidance and support, beginning in transitional kindergarten. They learned to read a number of books on a single topic to produce a report, gather information from print and digital sources, and take brief notes. By grades four and five, they are more independent in their abilities to pose questions and pursue knowledge from a range of sources. They engage in more extensive projects, and they have opportunities to share their findings with others, using a variety of media and formats.

Teachers should have access to collections of texts on the same topic so that opportunities exist for a coherent, rather than haphazard, building of knowledge, and the school library collection should be developed to meet this need.

New to the grade span in terms of building content knowledge through engagement in research are the following:

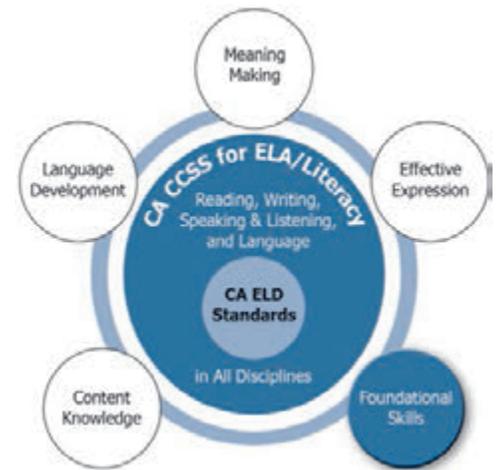
- Investigating different aspects of a topic when conducting short research projects and, in grade five, using several sources (W.4–5.7)
- Paraphrasing and listing sources, and categorizing information (W.4–5.8)
- Drawing evidence from text to support analysis, reflection, and research (W.4–5.9)

Research projects provide the opportunity for students to pursue their interests (thus contributing to motivation and engagement), make authentic use of texts and online resources, and engage in purposeful communication and collaboration with others, both virtually and in person.

Research projects provide the opportunity for students to pursue their interests (thus contributing to motivation and engagement), make authentic use of texts and online resources, and engage in purposeful communication and collaboration with others, both virtually and in person. Research projects present an exceptional opportunity for interdisciplinary experiences and they foster use and development of all of the themes of ELA/literacy and ELD instruction: Meaning Making, Language Development, Effective Expression, Content Knowledge and the application of Foundational Skills. They also require many of the 21st century skills discussed in chapter 10 of this *ELA/ELD Framework*, including collaboration, communication, critical and creative thinking, and use of media and technology.

Foundational Skills

Acquisition of the foundational skills is crucial for independence in reading and writing. During transitional kindergarten through grade-three years, students developed concepts about print and phonological awareness. They learned the phonics and word analysis skills that enabled them to independently read grade-level texts, and they developed fluency—especially accuracy and automaticity—sufficient for attention to be devoted to comprehension. In grades four and five, students continue to develop the decoding and word recognition skills and fluency that enable them to enjoy and learn from grade-level text in all disciplines. These skills are consolidated as their volume of reading increases. It is crucial for this and other reasons that students have ample opportunity to read at school and that they are encouraged and provided the resources to read at home.



Phonics and Word Recognition

In grades four and five, students use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode accurately unfamiliar multisyllabic words in context and out of context (RF.4–5.3). In other words, students employ, as appropriate, all of the phonics and word recognition skills they learned in transitional kindergarten through grade three to identify unknown words.

Students experiencing difficulty must be provided focused explicit and systematic instruction immediately because difficulty with the foundational skills will impede students' access to grade-level texts and hinder their ability to gain pleasure and knowledge from texts.

Because students in grades four and five vary in their skills, instruction is differentiated based on assessment. Students who demonstrate achievement of a specific skill should not be provided unnecessary instruction in what they already know. *Students experiencing difficulty must be provided focused explicit and systematic instruction immediately* because difficulty with the foundational skills will impede students' access to grade-level texts and hinder their ability to gain pleasure and knowledge from texts. Furthermore, it can negatively impact motivation and engagement with text, which then further impedes literacy

achievement. Therefore, after careful diagnosis, students experiencing difficulty should be provided whatever instruction is necessary to acquire the specific skills they need. However, even those students requiring the most intensive instruction in the foundational skills should have the opportunity to participate in the broader ELA/literacy curriculum, that is, instruction that focuses on meaning making, language development, effective expression, and content knowledge.

Schools should have a plan for ensuring that students' success with the foundational skills does not occur at the expense of the rest of the language arts/literacy program nor the content area programs. No single plan is recommended in this *ELA/ELD Framework*. However, suggestions include, but are not limited to, the following: extended day instruction, co-teaching, brief daily small group instruction, and individualized instruction. Most important is to avoid the need for extensive intervention by providing excellent, responsive instruction in the earlier grades and careful ongoing assessment. Even in the best of school programs, however, it is likely that some students will need additional support. Detail about the grade-level standards is provided in the grade-four and grade-five sections of this chapter.

Students in the grade span continue to develop fluency, which even in the upper elementary grades is robustly related to silent reading comprehension.

Fluency

Students in the grade span continue to develop fluency, which even in the upper elementary grades is robustly related to silent reading comprehension (Rasinski, Rikli and Johnston 2009). They read grade-level texts with sufficient accuracy and automaticity to support comprehension. Reading Foundational Skills Standard 4 for both grade levels indicates that students do the following:

- 4a. Read on-level text with purpose and understanding.
- 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

The primary purpose of fluency development is to support comprehension. Accurate and automatic word recognition allows for mental resources to be devoted to comprehension. Thus, attention is given to accuracy and automaticity. In addition, fluency instruction is tied to meaning making and teachers' provide instruction in the use of context for self-correction. Rote oral reading exercises in fluency without attention to meaning are inappropriate.

... teachers should check for students' comprehension of what they are reading, respectfully model how words are pronounced in standard English, and point out differences between pronunciations of different dialects of English so that students develop awareness of these differences.

As noted in previous chapters, fluency includes accuracy, appropriate rate (which demands automaticity), and prosody (expression, which involves rhythm, phrasing, and intonation). Fast accurate reading is not synonymous with fluent reading, and although the rate at which words in a text are read accurately is the most common measure of fluency, rate by itself it does not indicate fluency. Prosody is an important component of fluency, and it may be an indicator of understanding as students convey meaning through pitch, stress, and appropriate phrasing (Rasinski, Rikli, and Johnston 2009).

Pronunciation differences that may be due to influences from students' primary language, home dialect of English, or regional accent should not be misunderstood as difficulty

with decoding. In addition, although pronunciation is important, overemphasizing and overcorrecting pronunciation can lead to self-consciousness and inhibit learning. Rather, teachers should check for students' comprehension of what they are reading, respectfully model how words are pronounced in

standard English, and point out differences between pronunciations of different dialects of English so that students develop awareness of these differences. (For additional information on different dialects of English, see chapter 9 of this *ELA/ELD Framework*.)

When evaluating how fluently EL students read it is critical to consider more than reading rate. EL children can be deceptively fast and accurate while reading aloud in English, but they may not fully comprehend the text. A consistent focus on meaning making ensures that EL children attend to comprehension and not just speed. At the same time, grammatical miscues or pronunciation differences due to second language development that do not affect comprehension may occur. Teachers should use caution in counting these miscues when interpreting fluency as they are a natural part of developing English as an additional language and may or may not be miscues in need of instructional attention. As with all children, decisions about fluency should not be made solely on the basis of reading rate or accuracy.

Although engagement with complex text is an important aspect of ELA/literacy instruction, students should have access to—and spend considerable time with—interesting texts at their reading level in order to build fluency.

Fluency is developed when students read text that is not too difficult but not too easy for their current level of achievement. Although engagement with complex text is an important aspect of ELA/literacy instruction, students should have access to—and spend considerable time with—interesting texts at their reading level in order to build fluency (Carnegie 2010). Reading volume positively impacts fluency (in addition to impacting vocabulary, knowledge, and motivation). Furthermore, students, especially those experiencing difficulty, should continue to hear models of fluent reading (National Institute for Literacy 2007). Thus, teachers in this grade span, as in every grade span, read aloud to students regularly. Furthermore, students experiencing difficulty with accuracy or automaticity components of fluency need considerable focused support to ensure their progress in the fundamental skills of reading.

Foundational Skills for English Learners

Students who are ELs enter California schools at different ages and with varying experiences with foundational literacy skills in their primary language and English. By the time they are in the fourth and fifth grades, some EL students have been in U.S. schools for several years or more. Some EL students are newcomers to English (e.g., students who are recently-arrived immigrants to the U.S.), enter California schools after or at the very end of the primary grades, and need to develop English foundational skills in an accelerated time frame.

Individualized programs need to be designed for EL students in order to ensure that teachers understand students' background characteristics (including proficiency in English and familiarity with English foundational skills, literacy experiences and skills in the primary language, and differences between the primary language and English) so that time teaching foundational skills is warranted and efficient.

Individualized programs need to be designed for EL students in order to ensure that teachers understand students' background characteristics (including proficiency in English and familiarity with English foundational skills, literacy experiences and skills in the primary language, and differences between the primary language and English) so that time teaching foundational skills is warranted and efficient.

In order to design this specialized instruction, teachers should carefully assess EL students in both English and their primary language, when possible, to determine the most appropriate sequence and type of foundational skills instruction. For example, decoding skills that students have developed in their primary language can be transferred to English (August and

Shanahan 2006; Bialystok 1997; de Jong 2002; Lindholm-Leary and Genesee 2010) with appropriate instruction in the similarities and differences between the student's and the English writing system. By not reteaching previously learned skills, such as basic decoding when students have already developed this skill, students' instruction can be accelerated.

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all disciplines.

Attention to oral language is important, and students should be taught as many meanings of the words they are learning to decode as possible. As noted above, pronunciation differences due to influences of primary language should not be misunderstood as difficulty with decoding. Although pronunciation is important, students should primarily focus on fluently reading with comprehension. Children enrolled in an alternative bilingual program (e.g., dual immersion, two-way immersion, developmental bilingual) are taught the foundational skills emphasized in the CA CCSS for ELA/Literacy, with guidance from the CA ELD Standards, along with the CCSS-aligned primary language standards in order to develop foundational literacy skills in both the primary language and in English.

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all disciplines. Figure 5.7 outlines for providing instruction to ELs on foundational literacy skills aligned to the CA CCSS for ELA/Literacy Reading Foundational Skills Standards. This guidance is intended to provide a general overview, and does not address the full set of potential individual characteristics of EL students that needs to be taken into consideration in designing and providing foundational literacy skills instruction (e.g., students who have changed schools or programs frequently, or who have interrupted schooling in either their native language or English).

Figure 5.7. Foundational Literacy Skills for ELs in Grades Four and Five*

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K–1.2
Print Skills	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of Phonological Awareness skills as needed.

Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
Print Skills (cont.)	No or little native language literacy	Students will need instruction in print concepts.
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables, or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).
	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).
<p>* Teachers may need to refer to some kindergarten through grade three CA CCSS for ELA/Literacy Reading Foundational Skills standards, depending on individual student learning needs.</p>		

Supporting Students Strategically

Although some students in the grade span demonstrate considerable independence with the code, reading voraciously a wide range of materials and capably using their understanding of written language to record information and ideas, others have not made the same progress. They may not yet have command of the written system as either readers or as writers. They may, in fact, be experiencing substantial difficulty. It is crucial that these students are identified quickly and that their strengths and needs are determined through careful diagnosis. Is the difficulty in meaning making, vocabulary and syntax, or content knowledge, or a combination? Has the student acquired

the necessary foundational skills? Some needs can be addressed by the classroom teacher who provides differentiated instruction; other needs require more specialized attention. A multi-tiered system of supports should be in place to serve all students. (See chapter 9 of this *ELA/ELD Framework*.)

Motivation often becomes an issue with students who are experiencing difficulty. These students need to experience success in order to build their confidence. Targeted, skillful instruction is crucial. They also need to find the value in the written system. It is important to expose them to texts that are relevant to their lives while at the same time expanding their interests and knowledge. See the discussions of motivation in chapter 2 of this *ELA/ELD Framework* and in the overview of the span of this chapter.

In this section, research relevant to supporting students in this grade span who are experiencing difficulty is provided:

- Reading aloud to students and defining (using everyday language) unknown words, followed by oral language activities that present the words in multiple contexts facilitates vocabulary development (McKeown and Beck 2011).
- Writing about text improves students' understanding of a text; key for students experiencing difficulty is the provision of ongoing practice and explicit instruction in writing activities such as note taking, answering questions in writing, and responding to a text by writing a personal reaction or analyzing and interpreting it (Graham and Hebert 2010).
- Spelling interventions should ensure students are using phonemic knowledge and morphological knowledge (such as spelling of common affixes), and progress toward drawing on knowledge or word roots (Gerber and Richards-Tutor 2011).
- Effective spelling instruction coordinates reading and spelling words (Gerber and Richards-Tutor 2011).
- In terms of fluency, the cause of the difficulty should be determined so that targeted instruction can be provided. Student may lack fluency because they have difficulty with accurate decoding. These students may need support with phonemic awareness (especially blending) or decoding or both. Students may lack fluency because they have insufficient background knowledge and accompanying oral vocabulary to match their decoding attempts. They may lack automaticity and so need more practice with words and connected text to build up sight word reading vocabulary (Hudson 2011).
- Explicit instruction in affixes and common syllable types is essential for students who experience difficulty decoding multisyllabic words (O'Connor 2007).

Reading aloud to students and defining (using everyday language) unknown words, followed by oral language activities that present the words in multiple contexts facilitates vocabulary development

English Language Development in the Grade Span

The key content and instructional practices described previously in this chapter are important for all students, but they are critical for EL students if they are to develop content knowledge and academic English. As EL children enter into the later elementary grades, the language they encounter in texts, both oral and written, becomes increasingly complex. Their continuing development of academic uses of English depends on highly skilled teachers who understand how to identify and address the particular language learning needs of their EL students. All teachers understand the language demands of the texts students read and the academic tasks in which they engage. In order

to support the simultaneous development of both English and content knowledge, teachers should consider how to address their ELs' language learning needs throughout the day during ELA and other content instruction (integrated ELD), and how to focus on these needs strategically during a time that is protected for this purpose (designated ELD).

The CA ELD Standards serve as a guide for teachers to design instruction for both integrated ELD and designated ELD. The CA ELD Standards highlight and amplify the language in the CA CCSS for ELA/Literacy so that teachers can focus on critical areas of English language development, and they set goals and expectations for how EL students at all levels of English language proficiency interact meaningfully with content, develop academic English, and increase their language awareness.

In order to support the simultaneous development of both English and content knowledge, teachers should consider how to address their ELs' language learning needs throughout the day during ELA and other content instruction (integrated ELD), and how to focus on these needs strategically during a time that is protected for this purpose (designated ELD).

Integrated and Designated English Language Development

Integrated ELD refers to ELD throughout the day and across the disciplines for all ELs. In integrated ELD, the CA ELD Standards are used in ELA and all other disciplines in tandem with the CA CCSS for ELA/Literacy and other content standards to support ELs' linguistic and academic progress. Throughout the school day, ELs in grades four and five should engage in activities where they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through rich experiences that are provided through English, they develop English, and they build confidence and proficiency in demonstrating their content knowledge through oral presentations, writing, collaborative conversations, and multimedia. In addition, when teachers support their students' development of *language awareness*, or how English works in different situations, they gain an understanding of how language functions as a complex, dynamic, and social resource for making meaning. Through intellectually rich activities that occur across the disciplines, ELs develop proficiency in understanding and using advanced levels of English and in shifting register based on discipline, topic, task, purpose, audience, and text type.

Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* so that ELs develop critical English language skills, knowledge, and abilities needed for content learning in English. Designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as a protected opportunity during the regular school day to support ELs in developing the discourse practices, grammatical understandings, and vocabulary knowledge necessary for successful participation in academic tasks across the content areas. A logical scope and sequence for English language development is aligned with the texts used and tasks implemented in ELA and other content instruction.

Designated ELD is an opportunity to amplify the language ELs need to develop in order to be successful in school and to augment instruction in order to meet the particular language learning needs of ELs at different English language proficiency levels. Examples of designated ELD that builds into and from content instruction are provided in brief snapshots and lengthier vignettes in the grade-level sections. For more information on the CA ELD Standards and descriptions of integrated ELD and designated ELD, see chapters 1 and 2 of this *ELA/ELD Framework*.

Grade Four

Grade four is a milestone year for students as they make the transition from the primary to intermediate grades. A longer school day and a sharpened focus on content instruction require that students employ their literacy skills in ways that are increasingly complex and flexible. Students' foundational skills should be firmly rooted so they can concentrate their energies on using their literacy skills as a tool within disciplines while advancing their proficiency in all strands of the language arts. At the same time, students make great gains toward the goal of becoming broadly literate as they engage in wide reading. (See chapter 2 of this *ELA/ELD Framework* for a discussion of wide and independent reading.) Teachers provide an organized independent reading program and ensure that every student experiences a range of excellent literature.

This grade-level section provides an overview of the key themes of ELA/literacy and ELD instruction in grade four. It offers guidance for ensuring ELs have access to ELA and content instruction, including integrated and designated ELD instruction. Brief snapshots and longer vignettes bring several of the concepts to life.

Key Themes of ELA/Literacy and ELD Instruction in Grade Four

Instruction in ELA/literacy is designed to ensure that all students receive excellent first instruction. As students look forward to early adolescence, it is important that they be deeply engaged in literacy and content learning and develop the sophisticated reading, writing, speaking and listening, and language knowledge skills necessary for the coming years. In this section, the key themes of ELA/literacy and ELD instruction, as they apply to grade four, are discussed: **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. These themes are addressed in an instructional context that is integrated, motivating, engaging, respectful, and intellectually challenging. Furthermore, teachers recognize that what happens in this grade level contributes significantly to students' ultimate achievement of the overarching goals of ELA/literacy and ELD programs upon high school graduation: Students develop readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century. See figure 5.8.

Figure 5.8. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

Meaning making is a dominant theme of the CA CCSS for ELA/Literacy and the CA ELD Standards. Students read, write, discuss, present, participate in research and other learning experiences, and develop and reflect on language for the purpose of meaningful engagement with ideas and knowledge. In this section the focus is on meaning making with text, particularly complex text.

As students progress through the grades, they face increasingly complex and challenging texts. An excellent foundation in elementary school opens extraordinary literary experiences and ensures that students can learn from informational text in middle and high school, and beyond. Students' ability to use their phonics and word analysis skills is crucial, but it is not sufficient for meaning making. Teachers provide instruction and appropriate support to build students' independence and proficiency with complex text, including their ability to interpret charts, graphs, diagrams, and timelines. They use questions to guide students' thinking and teach students strategies for engaging with difficult text, including how to monitor their comprehension.

As discussed previously in this *ELA/ELD Framework*, teachers develop text-dependent questions that are focused on important ideas in the text, take students deeper into the text, and help them wrestle with difficult sections. These text-dependent questions are designed intentionally to support students' understandings of bigger themes and ideas and their ability to successfully engage with authentic culminating tasks. See figure 5.9 for a brief guide on creating questions. Importantly, students also generate their own text-dependent questions, which promote active engagement with the text.



Figure 5.9. Creating Questions for Close Analytic Reading of Complex Text

1. Think about what you think is the most important ideas or learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.
2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.
3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other academic words or phrases (including figurative language) that students would profit from focusing on. Build discussion tasks or additional questions to focus attention on the language.

6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with complex grammatical structures, particularly densely packed sentences and clauses, and tricky transitions or places that offer a variety of possible inferences.
7. Develop a culminating activity around the big idea or learning goals identified in #1. A good task should reflect advancement on one or more of the standards, involve writing and/or speaking, and be structured to be done by students independently or collaboratively (with independent accountability). The culminating task can focus on big ideas and themes in one or multiple texts.

Source

Adapted from

Student Achievement Partners. 2013. "Creating Questions for Close Analytic Reading Exemplars: A Brief Guide." *Achieve the Core*.

Teachers play an active role in guiding students' efforts to comprehend, enjoy, and learn from complex text. They teach, explain, and model a variety of strategies for students to utilize. For example, before they read, students may:

- Think about what they already know about the topic
- Discuss the topic with others briefly
- Preview headings, subheadings, and bolded words
- View images and graphics and make inferences about the topic

As they read, they may:

- Jot notes in the margin, as appropriate
- Modify their pace
- Pause to think periodically
- Pause to ask themselves whether they are understanding the text
- Partner read and pause to talk about sections of the text
- Think aloud with a partner
- Reread sections
- Sketch a graphic organizer about a section of the text
- Identify main ideas and the details that support them
- Identify important or unknown words
- Annotate the selection using sticky notes
- Divide the text into small sections and summarize each section
- Record thoughts in a double entry journal

After they read, they may:

- Discuss their understandings with others, referring to excerpts in the text to explain their interpretations
- Quick write the gist of the selection
- Share their notes and annotations with others
- Reread the text and revisit images and graphics
- Explore the topic in greater depth reading or viewing other sources

Teachers play an active role in guiding students' efforts to comprehend, enjoy, and learn from complex text. They teach, explain, and model a variety of strategies for students to utilize.

Formative assessment is an ongoing and integral component of instruction. It occurs as teachers lead discussions about the selections; listen in on students' conversations about texts; view and discuss with students' their annotations, double entry journals, quick writes; and the like.

Students experiencing difficulty likely need greater support—more explicit guidance and scaffolded practice—as they engage with complex texts. Students who are ELs likely require differentiated scaffolding, based on their English language proficiency levels, in order to have full access to the language of complex texts they are reading and to use language to express their ideas about the texts in speaking and writing. It is critical that all students regularly encounter sufficiently complex texts in order to advance as readers. However, their interactions with those texts, though challenging, should be intellectually satisfying and enjoyable experiences.

Language Development

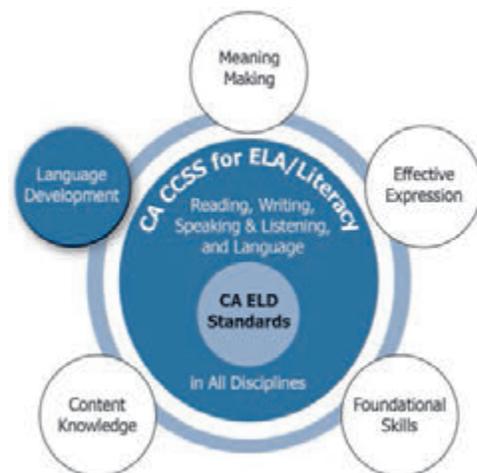
Language development is a central focus of the CA CCSS for ELA/Literacy, cutting across all strands of the language arts (Reading, Writing, Speaking and Listening). In addition, it is the primary focus of the CA ELD Standards. Language development is dependent on opportunities to experience language. Thus, students engage in myriad language interactions with peers and adults for a range of purposes. They also use language by writing extensively.

Key to language development, especially academic vocabulary development but also the development of complex grammatical structures is exposure, and the best source of exposure is complex texts. Thus, for this and many reasons, teachers continue to read aloud to students in grade four. And, students engage in extensive independent reading. Teachers and teacher librarians provide time and access to a wide range of books and other text materials. They conference with students about what they are reading. They encourage students to share their recommendations with their peers and to engage in social interactions about books, such as forming temporary book clubs.

In addition to engaging with texts, students are provided vocabulary instruction. Words are targeted for a variety of reasons, including their importance in a unit of study and their wide applicability. Teachers provide “student-friendly” definitions, that are ones that capture the essence of a word, include how the word is typically used, and use “everyday” language (Beck, McKeown, and Kucan 2013). In a comprehensive program of vocabulary instruction teachers do the following:

Key to language development, especially academic vocabulary development but also the development of complex grammatical structures is exposure, and the best source of exposure is complex texts.

- **Ensure students have extensive experiences with academic language:** They engage students in myriad collaborative conversations, read aloud to students regularly from a variety of sources, and most importantly, promote daily independent reading of a wide range of texts.
- **Establish a word-conscious environment:** Teachers model a fascination with language and an enthusiasm for words. They explore word etymologies and play word games. They foster in students both a cognitive and affective stance toward words.



- *Teach words:* They are selective about which words to teach, generally targeting those that require more than a synonym for explanation, are vital to understanding of a concept or text, and have high applicability—in other words, general academic (Tier 2) words. They highlight relationships among words and ensure students have multiple exposures to target words, including through opportunities to use them in writing, discussions, hand-on experiences, and in the development of oral, visual, and multimedia presentations.
- *Teach word-learning strategies:* Teachers teach students to use word parts (i.e., roots and affixes, especially Greek and Latin affixes and roots), context, and resources (e.g., dictionaries) to determine the meanings of words.
- *Support students to develop language awareness:* Teachers create many opportunities for whole class, small group, and paired discussions about how language works to make meaning. These discussions about language move beyond the word level (vocabulary) and into grammatical structures, the ways sentences are linked together in different type so texts through text connectives (e.g., The next day . . . , As a result . . .), and how different text types are structured and organized.

Because more than 60 percent of English is drawn from Greek and Latin, learning Greek and Latin word parts has an exponential effect on vocabulary development.

A special target of instruction in grade four is the use of Greek and Latin affixes and roots as clues to the meaning of a word (L.4.4b). Because more than 60 percent of English is drawn from Greek and Latin, learning Greek and Latin word parts has an exponential effect on vocabulary development. See figure 5.10 for examples. (Lists can be found online; see, for example, McEwan’s article on the Reading Rockets Web site 2013, <http://www.readingrockets.org/article/40406>.) Instruction should focus on the roots and affixes that are most applicable to students’ studies and experiences.

Figure 5.10. Greek and Latin Roots

Greek			Latin		
Root	Meaning	Examples	Root	Meaning	Examples
<i>astro</i>	star	astronaut astronomy	<i>dict</i>	to speak, to tell	dictate predict contradict
<i>tele</i>	far, distant	telephone telescope telecommunicate	<i>port</i>	to carry	export import support
<i>auto</i>	self	autograph automobile automatic	<i>struct</i>	to build, to form	construct destruct structure
<i>micro</i>	small	microscope microphone	<i>vid, vis</i>	to see	vision television visible

Instruction also includes exploration and analysis of wording and sentence structures in complex texts, as well as judicious use of sentence frames to facilitate the use of more sophisticated phrases and grammatical structures. Examples of open sentence frames that both focus on grammatical understandings and provide opportunities for participating in extended academic discourse include the following:

- In other words, _____.
- Essentially, I am arguing that _____.
- My point is not that we should _____, but that we should _____.
- What _____ really means is _____.
- To put it another way, _____.
- In sum, then, _____.
- My conclusion, then, is that _____.
- In short, _____.
- What is more important is _____.
- Incidentally, _____.
- By the way, _____.
- Chapter 2 explores _____ while Chapter 3 examines _____.
- Having just argued that _____, let us now turn our attention to _____.
- Although some readers may object that _____, I would answer that _____.

Reading and discussing texts are critical for language development. It is important to note, however, that language is also developed through rich content experiences. Engaging collaborative hands-on activities accompanied by meaningful discussions provide reasons for discussing and using new language. Participation in joint research projects, too, expands students' exposure to language and provides authentic reasons to use that language as they convey what they have learned to others.

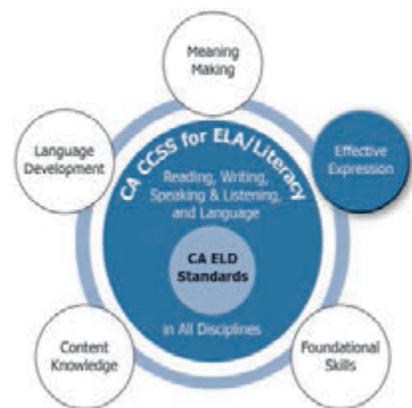
Effective Expression

Students in grade four advance in their ability to express themselves effectively in writing, discussions, and presentations. They employ language conventions appropriate for the grade level. Each of these topics is discussed in this section.

Writing

As in all grades, students in grade four write daily. Some writing tasks are brief; some take days to complete. Some are individual endeavors; some are written in collaboration with peers. Writing is taught explicitly and modeled, and significant time is dedicated to writing in multiple contexts for multiple purposes. For example, students may write to:

- Share the steps in a process, such as how to use the class video camera
- Convey impressions, such as emotions that are evoked by a painting or historical or contemporary speech
- Explain a phenomenon, such as the different pitches generated when striking glasses with different amounts of water
- Present an argument, such as providing reasons for considering a current community or historical incident unjust or building a case for providing more time for physical activity at school



- Describe in detail, such as when they closely examine their skin through a handheld digital microscope
- Communicate the meaning of a histogram after collecting data
- Record a personal response to a poem
- Create a poem to express their knowledge or feelings or to evoke a response from others
- Summarize key points from a text or multimedia presentation
- Share an experience with distant others, such as when they post a description of a recent activity on the classroom webpage

Writing plays a critical role in every curricular area and teachers provide instruction on how meaning is expressed in different content areas. Writing is purposeful; it is not a meaningless exercise.

A significant milestone in grade four is that students learn to write clear and coherent **multi-paragraph** texts. If writing has been well taught throughout the years and students find relevance in writing—even enthusiasm—writing long works will likely have already occurred in previous grades. What will require attention and clear instruction is ensuring that multi-paragraph works are well organized and coherent.

Opinion pieces generally are organized to include an introduction in which the opinion is asserted, reasons for the opinion that are supported with facts and details, and a conclusion. Students learn to use linking words so that relationships among ideas are explicit. Informational/

explanatory texts include an introduction to a topic, well organized and detailed information on the topic, and a concluding statement or section. Headings and multimedia may be employed to aid comprehension, and students use domain-specific vocabulary. Narratives, too, generally are organized with an opening that orients the reader, event sequences that are clear and unfold naturally, and a conclusion follows from the narrated experience or event. Students use concrete words and phrases and sensory details and a variety of transitional words and phrases are employed.

A sample of student work with annotations follow in figure 5.11 (NGA/CCSSO 2010b: Appendix C). It is a narrative produced by a grade-four student for an on-demand assessment. Students were given the following prompt: “One morning you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens.” Additional examples of student writing may be found at EdSteps, a large public library of student writing sponsored by the CCSSO (<http://www.ccsso.org/Resources/Programs/EdSteps.html>).

*A significant milestone in grade four is that students learn to write clear and coherent **multi-paragraph** texts. . . . What will require attention and clear instruction is ensuring that multi-paragraph works are well organized and coherent.*

Figure 5.11. Grade Four Writing Sample

Glowing Shoes

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door. The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

When I started out the door, I noticed that Tigger and Max were following me to school. Other cats joined in as well. They didn't even stop when we reached Main Street!

"Don't you guys have somewhere to be?" I quizzed the cats.

"Meeeeeeooooow!" the crowd of cats replied.

As I walked on, I observed many more cats joining the stalking crowd. I moved more swiftly. The crowd of cats' walk turned into a prance. I sped up. I felt like a roller coaster zooming past the crowded line that was waiting for their turn as I darted down the sidewalk with dashing cats on my tail.

When I reached the school building . . . SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.

Whew! Glad that's over! I thought.

I walked upstairs and took my seat in the classroom.

"Mrs. Miller! Something smells like catnip! Could you open the windows so the smell will go away? Pleeeeease?" Zane whined.

"Oh, sure! We could all use some fresh air right now during class!" Mrs. Miller thoughtfully responded.

"Nooooooo!" I screamed.

When the teacher opened the windows, the cats pounced into the building.

"It's a cat attack!" Meisha screamed.

Everyone scrambled on top of their desks. Well, everyone except Cade, who was absolutely obsessed with cats.

"Aww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them?" Cade asked, adorably.

"Why not! Pet whichever one you want!" she answered.

"Thanks! Okay, kitties, which one of you wants to be petted by Cade Dahlin?" he asked the cats. None of them answered. They were all staring at me.

"Uh, hi!" I stammered.

"Rrrriiiiiing! The recess bell rang. Everyone, including Mrs. Miller, darted out the door.

Out at recess, Lissa and I played on the swings.

"Hey! Look over there!" Lissa shouted. Formed as an ocean wave, the cats ran toward me.

Luckily, Zane's cat, Buddy, was prancing along with the aroma of catnip surrounding his fur. He ran up to me and rubbed on my legs. The shoes fell off. Why didn't I think of this before? I notioned.

"Hey Cade! Catch!"

Cade grabbed the shoes and slipped them on.

The cats changed directions and headed for Cade.

"I'm in heaven!" he shrieked.

Annotation

The writer of this piece

- Orients the reader by establishing a situation and introducing the narrator and characters.
 - *One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door.*
- Organizes an event sequence that unfolds naturally.
 - The teacher opens the window; cats come into the classroom; at recess the cats surge toward the narrator; her shoes fall off; another student (one who loves cats) picks up the narrator's shoes; the cats move toward him; he is delighted.
 - *. . . Tigger and Max were following me to school. Other cats joined in as well. . . . When I reached the school building . . . SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.*
- Uses dialogue and description to develop experiences and events or show the responses of characters to situations.
 - *I felt like a rollercoaster zooming past the crowded line that was waiting for their turn*
 - *. . .*
 - *Whew! Glad that's over! I thought.*
 - *"Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them? Cade asked, adorably.*
- Uses a variety of transitional words and phrases to manage the sequence of events.
 - *When I started out the door . . . As I walked on . . . When I reached the school building . . .*
- Uses concrete words and phrases and sensory details to convey experiences and events precisely.
 - *The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.*
 - *"Awww! Look at all the fuzzy kitties! They're sooo cute! . . .*
- Provides a conclusion that follows from the narrated experiences or events.
 - *The narrator describes Cade earlier in the piece as a student obsessed with cats. The story concludes logically because such a character would likely be pleased with the effects of wearing catnip-scented shoes.*
- Demonstrates exemplary command of the conventions of standard written English

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C, 27–28.* National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Teachers of ELs can use the CA ELD Standards to analyze their students' writing and determine how well they are using particular language resources to meet the expectations of different text types. Resources include general academic and domain-specific vocabulary, expanded noun phrases, and text connectives to create cohesion. The CA ELD Standards also support teachers in determining what types of writing outcomes are appropriate for EL students at different English language proficiency levels. Teachers differentiate instruction to address students' current level of skills and abilities. They share mentor texts—that is, texts that are excellent examples of the focus of instruction, such as organization, vocabulary use, or transitional phrases. The authors' craft is discussed and, as

appropriate to the purpose, emulated. This provides a scaffold for students to advance their writing. Chapter 8 of this *ELA/ELD Framework* provides an example of writing by an EL student with annotations based on the CA ELD Standards.

In grade four, students learn to type a minimum of one page in a single sitting. The ability to keyboard aids their engagement in process writing, as students find it easier to revise and edit. The student whose writing was presented in figure 5.11 likely had well developed keyboarding skills, which allowed her to develop a lengthier piece than she otherwise might have without considerable persistence.

Formative assessment of writing is interwoven with instruction—and in fact, a critical part of instruction—and teachers use information about each student to plan for the next moment, the next day, the next week, or the months ahead. Teachers observe students as they prepare to write, engage in writing, share and discuss their work, and revise and edit their work; they gather information in conferences with students; they view students’ written products carefully. They look at individual works and at collections of work. They study students’ skills, self-perceptions, and their motivation. They use all of this information to provide timely and judicious feedback that supports students to advance to higher levels of proficiency in writing many different types of texts.

Discussing

Students in grade four continue to develop their ability to engage in academic discussions. They regularly engage in one-on-one, small group, and teacher-led discussions in every content area. Students come prepared to discussions and respectfully engage with one another to deepen their understanding of texts and topics (SL.4.1). They learn to review the key ideas expressed by others (SL.4.1), to paraphrase portions of a text read aloud or information presented in diverse media (SL.4.2), and to identify the reasons and evidence a speaker or media source provides to support particular points (SL4.3). As it was in all prior grades, discussion is an important and integrated component of students’ classroom experiences.

New to grade four is that students carry out assigned roles in discussion (SL.4.1b). Daniels (1994) shares a variety of roles that students may take on as members of literature circles. See figure 5.12.

Figure 5.12. Discussant Roles in Literature Circles

<p>Summarizer</p>	<p>Your job is to prepare a brief summary of the reading selection. In one or two minutes, share the gist, the key points, the main highlights, and the essence of the selection. Prepare notes to guide your discussion with your peers.</p>
<p>Discussion Director</p>	<p>Your job is to develop a list of questions that your group might want to discuss about the reading. Don’t worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. During the discussion, ask your peers to refer to the text to explain or support their responses to your questions.</p>

<p>Connector</p>	<p>Your job is to find connections between the text and the outside world. This means connecting the reading selection to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You also might see connections between this text and other writings on the same topic or by the same author.</p>
<p>Literary Luminary (fiction) or Passage Master (nonfiction)</p>	<p>Your job is to locate a few special sections of the text that you found important, interesting, powerful, funny, or puzzling. Tag them or record the page and paragraph number. Prepare to direct your peers to the sections, share them, and discuss your reasons for selecting them. Solicit your peers' reactions to the passages.</p>
<p>Investigator</p>	<p>Your job is to dig up some background information on something relevant to the text—the author, the setting, the historical context, the subject matter. Find information that will help your group understand the story or content better. Investigate something relevant to the selection that strikes you as interesting and worth pursuing.</p>
<p>Illustrator</p>	<p>Your job is to draw a picture related to the reading selection. It can be a sketch, cartoon, diagram, flow chart, or stick-figure scene. Your drawing can be an abstract or literal interpretation of the text. You may wish to elicit your peers' reaction to your drawing before you tell them what you were thinking.</p>
<p>Vocabulary Enricher</p>	<p>Your job is to be lookout for a few especially important words in the selection. If you come across words that are puzzling or unfamiliar, tag them while you are reading, and then later jot down their definition, either from a dictionary or some other source. You may also run across familiar words that stand out for some reason—words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Tag these words, too. Be ready to discuss the words, taking your peers to the text, and the reasons for your choices with the group.</p>
<p>Source Excerpted and adapted from Daniels, Harvey. 1994. <i>Literature Circles: Voice and Choice in the Student-Centered Classroom</i>. York, Maine: Stenhouse.</p>	

Before students take on any of these roles, it is critical for them to build proficiency and confidence in enacting them successfully. Developing these abilities is best facilitated through extensive teacher modeling of ways to enact each role, explanations about the purposes and logistical aspects of the roles, and guided practice in enacting the roles. For example, to learn to perform the role of summarizer independently, students benefit from collaborative practice with partners or in small groups. After the teacher explains why it is important to be able to summarize a section of text and models how to summarize, students may work together to prepare a brief summary of another section of text and prepare a brief written or oral statement that highlights the key ideas and main points. The same type of scaffolding and gradual release of responsibility should be applied to the other discussant roles noted above.

Importantly, teachers ensure that there are interesting topics to discuss, including those relevant to their learners' cultural and linguistic experiences, and that students have the background knowledge (including the vocabulary) necessary to contribute to the conversation—knowledge gained through engagement in compelling text and meaningful learning experiences.

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Presenting

Students generally use more formal language registers when they give presentations. They report on topics or texts, tell a story, or recount an experience, including appropriate facts and details to support their points, and they add audio and visual displays as appropriate (SL.4.4–5). In grade four, students plan and deliver a narrative presentation that relates ideas, observations or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable (SL.4.4a). They are provided models and feedback.

Students have many opportunities to present knowledge and ideas. Most presentations occur in collaboration with partners or small groups. Together, students plan, rehearse, and present. Some presentations are short and are prepared in a few hours (or less). Others are longer and take days to prepare, such as when students share the details and results or outcomes of a research project or service learning experience. Some presentations are live and some are recorded, such as a video report. Students present to range of audiences, including their peers, classroom guests, their nearby community, and online others.

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Presentations are most valuable if they are meaningful to students; that is, if students find value in expressing their knowledge or ideas and if the subject of the presentation is relevant to the audience. Importantly, presenters should receive feedback from their audiences. Critical for teachers of ELs to understand is that in some cultures, eye contact and other expected behaviors for oral presentations in U.S. classrooms may be an unfamiliar or even uncomfortable experience.

Teachers should be sensitive to cultural differences and know something about these types of differences with regard to their individual students and guide them in safe and supportive ways to add U.S. cultural resources to their existing ones.

In grade three, students gave an informative/explanatory presentation. They continue to give informative/explanatory presentations in grade four, generally on topics of their choice. For example, after completing the “Life and Death with Decomposers” unit of the California Education and the Environment Initiative (<http://www.californiaeei.org/curriculum/correlations/commoncore/>), one student or a pair of students might decide to closely investigate decomposition at their school site or to establish their own compost pile in a specially designated trash container. They take photos to document the process and they digitally record an interview of themselves as well as of an expert at the local arboretum. They present their findings to their classmates, extending all students’ learning after the unit.

Using Language Conventions

The use of conventions contributes to effective expression. Language conventions in grammar and usage taught in grade four include those in figure 5.13 (L.4.1a–g).

Figure 5.13. Language Conventions in Grade Four

Language Standard 1	Abbreviated Definitions and Examples
a. Use interrogative, relative pronouns and relative adverbs.	<i>Interrogative</i> , relative pronouns: <i>who, whose, whom, which, that</i> Relative adverbs: <i>where, when, why</i>
b. Form and use the progressive verb tenses.	<i>Present Progressive</i> (expresses an ongoing action): <i>I am playing soccer.</i> <i>Past Progressive</i> (expresses a past action which was happening when another action occurred): <i>I was playing soccer when it started to rain.</i> <i>Future Progressive</i> (expresses an ongoing or continuous action that will take place in the future): <i>I will be playing soccer when you arrive.</i>
c. Use modal auxiliaries to convey various conditions.	<i>A helping verb used in conjunction with a main verb to indicate modality (likelihood, ability, permission, obligation):</i> <i>Can</i> you drive? You <i>may</i> leave now. The dog <i>must</i> not sit on the sofa.
d. Order adjectives within sentences according to the conventional patterns.	<i>A small red bag rather than a red small bag</i>
e. Form and use prepositional phrase.	Phrases made up of a preposition and noun or pronoun following it (the object of the preposition): <i>My friend ran around the block. My mother went in the market.</i>
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Corrects <i>Before he took his mother’s bracelet.</i> to <i>Before he took his mother’s bracelet, he thought about the consequences.</i>
g. Correctly use frequently confused words.	<i>to, too, two; there, their</i>

Language conventions of capitalization and punctuation taught in grade four include the following:

- Use correct capitalization
- Use commas and quotation marks to mark direct speech and quotations from a text
- Use a comma before a coordinating conjunction in a compound sentence

... learning of grammar does not occur in a linear fashion. Students need time and multiple exposures and conversations about grammatical features before the features are fully integrated into students' usage.

Instruction is systematic, explicit and has immediate application in meaningful contexts. In other words, students experience and reflect on the conventions used in literary and informational texts as they explore the author's craft and they have real reasons to use the conventions in their own writing and presentations. As noted elsewhere, learning of grammar does not occur in a linear fashion. Students need time and multiple exposures and conversations about grammatical features before the features are fully integrated into students' usage. It is crucial that students, particularly ELs, do not feel inhibited in communication due to concerns about accuracy as they develop skill.

Also important to note is that learning language conventions is not an end in itself. Control of the conventions of English allows writers and speakers to shape their messages intentionally. Understanding language conventions supports readers and listeners to comprehend written and oral texts.

Conventions taught in previous grades are reinforced in this grade span. Some likely require continued attention as they are applied to increasingly sophisticated writing and speaking, particularly those displayed in the language progressive skills chart provided by the CDE (2013b), which include the following grade-three standards:

- L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.
- L.3.3a. Choose words and phrases for effect.

Attention to spelling continues. Work continues on building skill with multisyllabic words and irregularly spelled words. Most important is the focus on the morphological features of words. Spelling is closely interwoven with the following vocabulary and word analysis standards in the Language and Reading strands:

- Vocabulary: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*) (L.4.4b)
- Word Analysis: Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context (RF.4.3a)

Attention to spelling continues. Work continues on building skill with multisyllabic words and irregularly spelled words. Most important is the focus on the morphological features of words.

See chapter 4 for a discussion of spelling development.

Content Knowledge

In grade four, teachers ensure that the content standards for all subject matter (e.g., science, social studies, the arts) are addressed in depth—and, importantly, that every student has access to the content. They do this by ensuring that all students are present for content instruction, including hands-on activities, investigations, demonstrations, discussions, and experiences with text (rather than being removed to receive special services, for example) and by implementing instructional approaches that are appropriate for the range of learners. Teachers recognize the importance of students learning content for its own sake as well as for its role in literacy and language development.

Because disciplinary texts differ from one another in terms of presentation of information, language use (including vocabulary and grammatical and larger text structures), the roles and use of graphics and images, and so on, teachers provide explicit instruction in how to make meaning with the texts of different disciplines.

As noted in the overview of the span of this chapter, wide reading and engaging in research are both critical for expanding students' content knowledge. Content area research provides rich opportunities for reading and writing multi-media informational texts. Grade-four students have daily opportunities to read books of their choice, and they pursue questions that interest them. Teachers should have an independent reading program as specified in the wide reading and independent reading section of chapter 2 of this *ELA/ELD Framework*.

Text sets are particularly useful for building students' knowledge and academic language. Figure 5.14 provides informational texts related to Earth's systems.

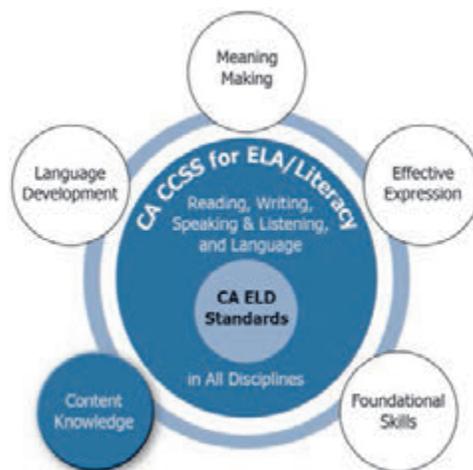


Figure 5.14. Texts on Earth's Systems (NGSS ESS2)

Books:

Earthquakes by Mark Maslin (2000)

Volcano: Iceland's Inferno and Earth's Most Active Volcanoes by National Geographic (2010)

Los Volcanes by Gloria Valek (1996)

Rocas y Minerales by Jane Walker (1996)

Photo Essays:

Forces of Nature: The Awesome Power of Volcanoes, Earthquakes and Tornadoes by Catherine O'Neill Grace (2004) (<http://www3.cde.ca.gov/reclitlist/displaytitle.aspx?pid=16652>)

Everything Volcanoes and Earthquakes by National Geographic Kids (2013)

Earthquakes by Seymour Simon (1991)

Volcanoes by Seymour Simon (1988)

Picture Books:

Volcano by Ellen J. Prager (2001)

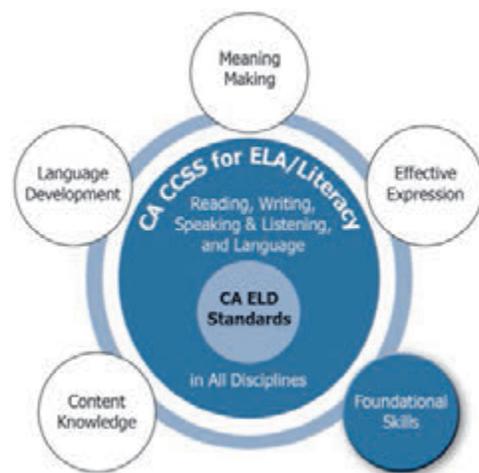
Volcanoes by Jane Walker (1994)

Online Resource:

Ask-A-Geologist (ask questions about volcanoes, earthquakes, mountains, rocks, and more) U.S. Geological Survey (ask-a-geologist@usgs.gov)

Foundational Skills

In grade four, foundational skills instruction centers on students' application of phonics and word analysis skills to multisyllabic words and the continued development of fluency. These skills are achieved in a number of ways (discussed in the following sections). However, it is important to note that wide reading—which provides students with rich opportunities to engage in meaning making, expand their language, interact with models of effective expression, and acquire content knowledge—also supports students' in becoming increasingly competent with foundational skills. That is, reading extensively provides students with opportunities to use in concert the phonics and word recognition skills they have learned in wide-ranging contexts, and it contributes significantly to students' fluency.



Phonics and Word Recognition

In grade four, students apply the following phonics and word analysis skills to accurately read unfamiliar multisyllabic words in and out of context (RF.4.3a):

- Letter-sound correspondences
- Syllabication patterns (See figure 4.10 in chapter 4.)
- Morphology (e.g., roots and affixes) (See figure 5.10 and accompanying text.)

Students who enter grade four lacking command of any of the foundational skills are given additional support immediately. Assessments are conducted to determine the areas of need and appropriate, targeted instruction is provided by skillful teachers. See chapters 3, 4, and 9 of this *ELA/ELD Framework* for suggestions for instruction.

Fluency

Students develop fluency with grade-level text. Standard RF.4.4 indicates that they:

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Students develop fluency by reading. They engage in rereading for authentic purposes, such as preparing for a reader's theatre production, reading aloud a poem to an audience, or practicing before audio or video recording a presentation.

Students develop fluency by reading. They engage in rereading for authentic purposes, such as preparing for a reader's theatre production, reading aloud a poem to an audience, or practicing before audio or video recording a presentation. Importantly, they also engage in a great deal of independent reading. The more they read, the more automatic they become at word recognition, which in turn contributes to meaning making and motivation. As noted elsewhere, reading volume also contributes to language development and knowledge. High quality texts expose students to effective expression.

Mean fluency rates for grade-four students are presented in figure 5.15. Students reading more than ten words correct below the 50th percentile (e.g., grade-four students read correctly 83 or fewer words per minute in the fall) may need

additional instructional support. Fluency rates should be cautiously interpreted with speakers of languages other than English. In addition, fluency rates are difficult to apply to students who are deaf and hard of hearing and use American Sign Language. When students storysign, they are actually interpreting the story from one language (printed English) to another (American Sign Language). In this case, fluency rates in the figure do not apply.

Figure 5.15. Mean Oral Reading Rate of Grade Four Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	145	166	180	1.1
75	119	139	152	1.0
50	94	112	123	.9
25	68	87	98	.9
10	45	61	72	.8
*WCPM = Words Correct Per Minute **Average words per week growth				
Source Hasbrouk, Jan, and Gerald T. Tindal. 2006. "Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers." <i>The Reading Teacher</i> 57: 646–655.				

Foundational Skills for English Learners

Instruction in foundational skills for ELs should take into account various background characteristics of individual students, including literacy experiences and skills in the primary language, experience with foundational skills in English, and differences and similarities between English and the primary language. See the grade span section of this chapter, particularly figure 5.7, and chapter 2 of this *ELA/ELD Framework* for additional guidance on providing foundational skills instruction to ELs. This guidance is intended to provide a general overview and does not address the full set of potential individual characteristics of EL students that needs to be taken into consideration in designing and providing foundational literacy skills instruction (e.g., students who have changed schools or programs frequently, or who have interrupted schooling in either their native language or English).

An Integrated and Interdisciplinary Approach

As noted throughout this framework, the CA CCSS for ELA/Literacy and the CA ELD Standards call for an integration of reading, writing, speaking, and listening. In addition, these two sets of standards are inextricably linked to every area of the curriculum. Learning subject matter demands understanding and using its language to comprehend, clarify, and communicate concepts. The following snapshots provide brief glimpses of the ELA/literacy strands integrated with history–social science and science.

Snapshot 5.1. Linking Vocabulary to Express Understanding of the California Gold Rush

Integrated ELA/Literacy and History–Social Science in Grade Four

Mr. Duarte's fourth-grade students have engaged in a variety of experiences to learn about the California Gold Rush. The focus of their study is the following question: How did the discovery of gold change California? In particular, students are encouraged to consider the Gold Rush's impact on the state's economic growth, regional environments, and size and diversity of population. They have read from their social studies text and other print materials, conducted research on the Internet and presented their findings, written scripts and dramatically enacted historic events for families and other students, participated in a simulation in which they assumed the roles of the diverse individuals who populated the region in the mid-1800s, and engaged in numerous whole-group and small-group discussions about the times and the significance of the Gold Rush in California's history.

Today, Mr. Duarte engages the students in an activity in which they explain and summarize their learning. He uses a strategy called *Content Links*. He provides each student with an 8.5 x 11 inch piece of paper on which a term they have studied, encountered in their reading, and used in their writing over the past several weeks is printed in large font. The words are both general academic and domain-specific terms, such as *hardship, technique, hazard, profitable, settlement, forty-niner, prospector, squatter, pay dirt, claim jumping, bedrock, and boom town*, among others. He distributes the word cards to the students and asks them to think about the word they are holding. What does it mean? How does it relate to the impact of the Gold Rush on California's economy, environment, and/or population?

To support all students, but in particular his EL students, most of whom are at the late Emerging and early Expanding levels of English language proficiency, Mr. Duarte encourages the class to take a quick look at their notes and other textual resources for their terms in the context of the unit of study. Then, Mr. Duarte asks the students to stand up, wander around the classroom, and explain their word and its relevance to the Gold Rush to several classmates, one at a time. Engaging with one peer after another requires the students to articulate their understandings repeatedly. Past experience with the strategy has revealed to Mr. Duarte that students' discussions of the vocabulary and concepts become more refined as they interact with successive partners. At the same time, the students also hear peers' definitions and explanations of the relevance of other terms from the unit of study. Mr. Duarte knows that when students hear the other terms their understanding of their own term will expand and that they will be more likely to use the new terms in subsequent partner discussions.

The students are then directed to find a classmate whose word connects or links to theirs in some way. For example, the words might be synonyms or antonyms, one might be an example of the other, or both might be examples of some higher-order concept. The goal is for students to identify some way to connect their word with a classmate's word. Once all of the students have found a link, they stand with their partner around the perimeter of the classroom. Mr. Duarte then gives students a few moments to decide how they will articulate to the rest of the class how their terms relate. To support his EL students at the Emerging level of English language proficiency and any other student who may need this type of support, he provides an open sentence frame (Our terms are related because ____). He intentionally uses the words "connect," "link," and "related" to provide a model of multiple ways to express connections between ideas. Mr. Duarte invites the pairs of students to share their words, the word meanings, and the reason for the link with the whole group. David and Susanna, who

Snapshot 5.1. Linking Vocabulary to Express Understanding of the California Gold Rush

Integrated ELA/Literacy and History–Social Science in Grade Four (cont.)

hold the terms *pay dirt* and *profitable*, volunteer to start. They explain the meanings of their words in the context of the subject matter and state that they formed a link because both terms convey a positive outcome for the miners and that when a miner hits *pay dirt* it means he will probably have a good profit. The students also state how these terms relate to their larger study on the impact of the Gold Rush on California.

As pairs of students share with the whole group their word meanings and the reasons for their connections, Mr. Duarte listens carefully, asks a few clarifying questions, and encourages elaborated explanations. He invites others to listen carefully and build on the comments of each pair. After all pairs have shared their explanations with the class, Mr. Duarte inquires whether any student saw or heard another word among all the words that might be connected to their word. Two students enthusiastically comment that they could have easily paired with two or three others in the room and they explain why. Mr. Duarte then invites the students to “break their current links” and find a new partner. Students again move around the classroom, talking about their words, and articulating connections to the concepts represented by the other words. Mr. Duarte happily observes that through this activity students not only review terms from the unit but also deepen their understandings of the overall significance of such a dramatic and far-reaching event.

CA CCSS for ELA/Literacy: RI.4.4; SL.4.1; L.4.6

CA ELA Standards: ELD.PI.4.1, 11a, 12a; ELD.PII.4.5.

Related CA History–Social Science Content Standards:

4.3.3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

4.4.2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

Historical and Social Sciences Analysis Skill:

Historical Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

Source

Adapted from

Yopp, Hallie K., Ruth H. Yopp, and Ashley Bishop. 2009. *Vocabulary Instruction for Academic Success*. Huntington Beach, CA: Shell Education.

Yopp, Ruth H. 2007. “Word Links: A Strategy for Developing Word Knowledge.” *Voices from the Middle* 15 (1): 27–33.

Snapshot 5.2. Histogram of Important Words in the Study of Volcanoes Integrated ELA/Literacy and Science in Grade Four

The students in Mrs. Binder's class are busying themselves with selecting *important words* from the trade book they are reading about volcanoes to support their study of Earth's features in science. Among the words Jason selects are *dormant* and *active*. He writes them on separate sticky notes he has laid out in front of him and then returns to the text, reading and rereading the last three paragraphs of the selection to identify his final words. Like his classmates, he is searching for ten important words, that is, words that represent key ideas from the text the class is reading. After all the students have finalized their selections, sometimes crossing out early choices and replacing them with different words, the teacher leads them in building a histogram at the front of the room. One table group at a time, they place their sticky notes in columns on the chart paper, with each column displaying a different word. Mrs. Binder deliberately does not ask students to sign their sticky notes because she wants everyone to feel comfortable critically analyzing the words once they have all been posted.

Jason begins a column by placing *dormant* on the x axis of the chart. Susanna, Nasim, and Ricardo had also selected *dormant* and, one after the other, they carefully place their words above Jason's so the column is now four sticky notes high. Christine starts a new column with the word *molten*, and others with the same word place their sticky notes above hers. As each of the table groups adds their words to the histogram, it grows in height and width. Some columns are very tall because every student chose the word, some are shorter because fewer students selected those words, and some columns contain only one sticky note. *Spew*, for example, appears in a column of its own.

Mrs. Binder invites the students to examine the completed histogram and share their observations. Irena points out that some words were selected by many students, and others were selected by only a few or even just one student. Mai comments that about half the words were selected by a large number of students. Ryan points out the width of the chart and says, "Obviously, we didn't all pick the same words!" Questions start bubbling up from the students: Which words did everyone or almost everyone select? Which words were selected only once? Why did people choose certain words?

Mrs. Binder leads the group in a discussion about the words, starting with those that were selected by the most students. *Why*, she asks, did everyone select the word *volcano*? The students laugh and tell her it is what the passage is about! "What do you mean?" she asks. They explain that the topic of the passage is volcanoes and that everything in the passage has something to do with volcanoes—what types there are, what causes them, where they appear in the world. "This passage couldn't exist without the word volcano!" they say. She invites their comments about other high frequency words, and the students explain what the words mean, how they are used in the reading selection, and why they are important. Then she focuses on words that were selected by fewer students and invites anyone to explain why the words might have been selected. Why might someone else have selected it? As the students discuss the words, explain their relevance to the topic of volcanoes, and wrestle with their importance, they thoughtfully review the content of the reading selection and reconsider their own choices.

At the conclusion of the discussion, Mrs. Binder asks the students to write a one-sentence summary of the passage. Their initial efforts to select important words, the chart that displays a range of important words, and their participation in the discussion about the words and

Snapshot 5.2. Histogram of Important Words in the Study of Volcanoes Integrated ELA/Literacy and Science in Grade Four (cont.)

ideas in the text have served as scaffolds for this task. Students look at the histogram they have created, revisit the text, and, in deep concentration, lean over their desks to generate their one-sentence summaries.

CA CCSS for ELA/Literacy: RI.4.2; SL.4.1; L.4.6

Related Next Generation Science Standard:

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

Source:

Adapted from

Yopp, Hallie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students with Literary and Informational Text*. 6th ed. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, NY.

English Language Development in Grade Four

In grade four, EL students learn English, learn content knowledge through English, and learn about how English works. English language development occurs throughout the day across the disciplines and also during a time specifically designated for developing English based on EL students' language learning needs. In integrated ELD, fourth-grade teachers use the CA ELD Standards to *augment* the CA CCSS for ELA/Literacy or other content instruction they provide. For example, after a small reading group has read a complex literary text, a teacher asks the students to discuss a text-dependent question with a partner. She uses the CA ELD Standards to provide differentiated support to her ELs at varying levels of English language proficiency. She asks the class the question, "Why do you think the main character behaved responsibly? How do we know?"

The teacher provides substantial support for her ELs at the Emerging level of English language proficiency (particularly for ELs new to English, or newcomer ELs) by explaining the meaning of academic words, such as *behaved* and *responsibly*, code-switching to explain the question in the student's primary language (for ELs very new to English), or by providing a cognate (e.g. *responsablemente*). To support them with expressing their ideas, she provides them with an open sentence frame (e.g., I think ____ behaved responsibly because ____.), which she could post for them to refer to.

Providing opportunities for newcomer ELs at early Emerging levels of English to read or listen to texts in their primary language that are the same as those they read in English also supports their access to English texts and their development of English.

Providing opportunities for newcomer ELs at early Emerging levels of English to read or listen to texts in their primary language that are the same as those they read in English also supports their access to English texts and their development of English. For example, prior to reading a story in English, newcomer ELs might read and discuss the text, or selected parts of it, in their primary language (when possible) ahead of time. Because their comprehension of the text in their primary language transfers to English, the students are in a better position to respond to text-dependent questions in English while reading the text in English. Later, the students return to the primary language text to compare the meanings they made in the two texts, as well as similarities and differences between the language used in each text. This type of task would not be enacted

every time newcomer EL students read a text in English, but from time-to-time. This level of scaffolding simultaneously supports text comprehension, language awareness, and students' awareness of the learning strategies they are applying.

English learners at the Expanding and Bridging levels of English language proficiency likely require less intensive linguistic support, but they also need appropriate levels of scaffolding to fully engage with rich learning. They may need open sentence frames for articulating their ideas, paragraph frames for supporting writing, and explicit vocabulary instruction for using new general academic words in speaking and writing, for example. English learners at the Expanding and Bridging levels of English language proficiency can be expected to provide more detailed textual evidence in their responses, while students at the Emerging level may communicate the same evidence using fewer details. All students need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 5.16 presents a section of the CA ELD Standards useful for planning instructional support, differentiated by proficiency level, to help ELs respond to text-dependent questions about complex texts during ELA and integrated ELD instruction.

English learners at the Expanding and Bridging levels of English language proficiency can be expected to provide more detailed textual evidence in their responses, while students at the Emerging level may communicate the same evidence using fewer details.

Figure 5.16. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum		
→ Emerging	→ Expanding	→ Bridging
<p>11. Supporting opinions</p> <p>a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.</p>	<p>11. Supporting opinions</p> <p>a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.</p>	<p>11. Supporting opinions</p> <p>a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.</p>

Designated ELD is a protected time during the regular school day when qualified teachers work with EL students grouped by similar English proficiency levels. Teachers focus on the critical language students need to develop in order to be successful in school subjects. Designated ELD time is an opportunity to help EL students develop the linguistic resources of English they need to engage with, make meaning from, and create new content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time. However, the content focus is derived from ELA and other areas of the curricula. The main instructional emphases in designated ELD are the following:

- Building students' abilities to engage in a variety of collaborative discussions about content and texts
- Developing students' understanding of and proficiency using the academic vocabulary and various grammatical structures encountered in fourth-grade texts and tasks
- Raising students' language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). This language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language as they learn to wield these language resources.

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). This language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language as they learn to wield these language resources. During designated ELD children engage in discussions related to *the content knowledge* they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also *discuss the new language* they are learning to use. For example, students might learn about the grammatical structures of a particular complex text they are reading in science or ELA by analyzing and discussing how the language in the text is used to convey meaning. Alternately, students might directly

learn some of the general academic vocabulary from the texts they are reading in ELA or social studies by discussing the meanings of the words and then using the same vocabulary in structured conversations and collaborative writing tasks related to the content.

Since designated ELD builds into and from ELA and other content areas, the focus of instruction in grade four depends on what students are learning and what they are reading and writing throughout the day. As the texts students are asked to read become increasingly dense with academic language, designated ELD may focus more on reading and writing at different points in the year, particularly for students at the Expanding and Bridging levels of English language proficiency. This intensive focus on language, building into and from content instruction, enhances students' abilities to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and builds their content knowledge. Examples of designated ELD aligned to different content areas are provided in the following snapshots as well as in the vignette that concludes this grade-level section. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see chapters 1 and 2 of this *ELA/ELD Framework*.

Snapshot 5.3. Identifying Characters' Actions and Feelings in Narrative Text Designated ELD Connected to ELA in Grade Four

In English language arts, Mrs. Thomas is teaching her fourth graders to read short stories more carefully. The students have learned to mark up their texts to indicate their understandings of the text's topic, their views of what the author wants them to think (e.g., about a character's motives), and their questions about wording or ideas. She structures many opportunities for her students to re-read the short stories and discuss their ideas.

Snapshot 5.3. Identifying Characters' Actions and Feelings in Narrative Text Designated ELD Connected to ELA in Grade Four (cont.)

During designated ELD time, Mrs. Thomas works with a group of EL students at the Expanding level of English language proficiency. She knows that it can sometimes be difficult to know what is really happening in a story because the language used to describe characters, settings, or behavior is not always explicit, and inferences must be made based on the language that is provided. She shows her students some ways to look more carefully at the language in the short stories they are reading in order to make these inferences. For example, she explains that in literary texts, sometimes authors express characters' attitudes and feelings by *telling* (e.g., *She was afraid; he was a tall, thin man*), thus providing explicit information to readers. However, in stories, authors often convey meanings about characters by *showing* through actions or feelings (e.g., *She screamed; She felt a chill running up and down her spine; He was a string bean of a man.*), thus requiring readers to make inferences about characters based on ideas that are implicit in the language.

After discussing how authors use this explicit and implicit language to suggest what characters are thinking or feeling, modeling ways to find examples in short stories students have already read, and engaging her students in a whole class discussion about the language used and inferences they could make, Mrs. Thomas guides the students to mark up a section of one of the short stories with her on the document reader. She also displays a chart to help the class organize and record the textual examples they find (an excerpt follows).

Characters' Thoughts, Feelings, and Behavior in Stories	
<i>Telling Examples</i>	<i>Showing Examples</i>
She was distraught.	She sighed deeply.

The teacher and students explore the text and chart the examples through a lively discussion in which students build on one another's ideas, agree or respectfully disagree with the examples their peers provide, and ask many questions about the meanings of the words used and the reasons the author made specific wording choices. Mrs. Thomas then has the students work in pairs to mark up another short story they have been reading, with each pair working on a different story. Students use highlighters to mark examples of implicit and explicit language the author used to show and tell about the characters using a chart the teacher has provided, similar to the chart they used together. Once the partners have marked up their texts, the teacher asks them to share what they found with another set of partners discussing how the authors used language to show or tell, and evaluating how well the authors used language to describe what the characters were thinking or feeling. Finally, she has the partners share one example from each of the showing and telling columns before they post their charts on a bulletin board to serve as a model for students to draw on as they write their own stories.

CA ELD Standards: ELD.PI.4.1, 6a, 7, 10b, 11; ELD.PII.3

CA CCSS for ELA/Literacy: RL.4.1, 3, 4; L.4.5

Related CA Model School Library Standard:

4-2.1a Extract and record appropriate and significant information from the text (notetaking).

Snapshot 5.4. Developing Mathematical Language Designated ELD Connected to Mathematics in Grade Four

In mathematics, Mr. Jones structures activities in which students work together to explain why they are doing things a certain way or to argue for particular viewpoints. He understands that meaning in mathematics is made not just through language but also through symbolic mathematical expressions and visual diagrams. He has observed that his students are most comfortable working through math problems by using language they are familiar with but that their mathematical language expands as they learn new concepts. Therefore, he accepts the language his students use as valid, and he encourages them to use familiar, everyday language as they engage in math practices. At the same time, he teaches his students precise mathematical terms, and he carefully provides scaffolding to stretch his students' language while focusing primarily on reasoning and building up his students' mathematical knowledge. For example, during mathematics instruction, he might recast what a student is saying in order to stretch the student's language.

Arturo: The rectangle has par . . . parallelogram . . . and the triangle does not have parallelogram.

Mr. Jones: You're saying that a triangle is not a parallelogram. Is that what you are saying?

This *revoicing* of the student's explanation validates the student's ideas and supports his participation, maintains the focus on mathematics, and models for the student a way of using language that more closely approximates mathematical academic discourse.

During designated ELD time, Mr. Jones helps his EL students who are new to English and at the early Emerging level of English language proficiency explain their mathematical thinking by drawing attention to the verbs used to identify (e.g., is/are) and those used to classify (e.g., has/have) geometric shapes. He has his students work in pairs to ask and answer questions about the shapes. He shows them how in English, when we ask questions, the order of the subject and verb are reversed, and he supports their use of the new language with sentence frames:

Is this a (shape)? This is a (shape) because it has (attributes). This (shape) reminds me of ___ because it ___.

In this manner, Mr. Jones supports his students to develop some of the language needed to convey their mathematical understandings. In subsequent lessons, he will help his newcomer ELs add on to the language they have developed, so they can convey their understandings of fourth-grade mathematics. Mr. Jones observes his students closely during math instruction to determine when and how they are applying their learning of the mathematical terms and the related grammatical structures, so he can provide just-in-time scaffolding and continue to plan designated ELD instruction that meets his students' developing needs.

CA ELD Standards: ELD.PI.4.1, 3, 11a, 12a; ELD.PII.4.3

Related CA CCSS for Mathematics:

4G (Geometry).1.2 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Snapshot 5.4. Developing Mathematical Language Designated ELD Connected to Mathematics in Grade Four (cont.)

Sources

Adapted from

Moschkovich, Judit N. 1999. "Supporting the Participation of English Language Learners in Mathematical Discussions." *For the Learning of Mathematics*, 19 (1): 11–19.

Moschkovich, Judit N. 2012. *Mathematics, the Common Core, and Language: Recommendations for Mathematics Instruction for ELs Aligned with the Common Core*. Understanding Language.

Schleppegrell, Mary J. 2007. "The Linguistic Challenges of Mathematics Teaching and Learning: A Research Review." *Reading & Writing Quarterly* 23 (2): 139–159.

ELA/Literacy and ELD in Action in Grade Four

The research-based implications for ELA/Literacy and ELD instruction were outlined in preceding sections of this chapter and in chapter 2 of this *ELA/ELD Framework*. In the following section, detailed examples illustrate how the principles and practices look in California classrooms. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers might enact the CA CCSS for ELA/Literacy, the CA ELD Standards, and other content standards in integrated ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of conducting research to build deep knowledge of a topic and writing to convey this growing knowledge.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of conducting research to build deep knowledge of a topic and writing to convey this growing knowledge. For example, W.4.7 states that students conduct short research projects that build knowledge through investigation of different aspects of a topic; *and* ELD.PI.4.10a (Br) states that students write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register. In integrated ELA and social studies, conducting and writing about research involves engaging in research practices and

learning to use language in particular ways—interpreting information through wide and careful reading on a topic, discussing different aspects of the topic both informally and more formally, and writing about what has been learned to explain, describe, or persuade.

Accordingly, teachers prepare an artfully integrated sequence of lessons that scaffolds students' abilities to discuss their ideas; guides students to analyze and evaluate what they read or hear in order to develop a discerning eye for evidence; and leads students to produce oral and written language that represents their growing understandings while stretching them to use the linguistic resources that are typical of and highly valued in history informational texts. Teachers select texts appropriate for research tasks that are interesting and engaging, and they also provide opportunities for students to select texts, web-based resources, and other media sources for research projects on their own as these foster a sense of self-efficacy in students and also build their capacity to be self-reliant. In addition to using print texts, students use multimedia resources (e.g., the Internet, digital media, photographs) and interact with one another collaboratively.

Teachers ensure that the texts used represent a variety of cultures and that the cultures of their students are accurately and respectfully depicted. All students need to see themselves positively reflected in the texts they read and encounter inspirational role models they can emulate.

In addition to ensuring that their students interact in meaningful ways—with one another, with content knowledge, and through literacy tasks—and that the students learn to value diversity, teachers should analyze the texts students will use ahead of time to identify their language demands.

Representative texts help students learn to value and respect the cultures of their fellow students, as well as cultures of students outside the classroom. (For more guidance on culturally and linguistically relevant instruction, see chapters 2 and 9 of this *ELA/ELD Framework*).

In addition to ensuring that their students interact in meaningful ways—with one another, with content knowledge, and through literacy tasks—and that the students learn to value diversity, teachers should analyze the texts students will use ahead of time to identify their language demands. In advance of instruction teachers analyze the sophistication of the ideas or content of the text, students' prior knowledge of the content, and the complexity of the vocabulary, sentences, and organization of the text. Teachers anticipate the kind of language they wish to observe their students using in discussions and writing and prepare opportunities for students

to use this language meaningfully. Teachers use and discuss *mentor texts*—the kinds of texts that students should eventually be able to write on their own—so that students have language models to emulate. In addition, teachers provide concrete methods for students to read their texts analytically and offer appropriate levels of scaffolding to ensure success.

Importantly, for all students and especially ELs, teachers explicitly draw attention to the text structure and organization and to particular language resources (e.g., vocabulary, grammatical structures, cohesive devices) in the informational and literary texts used in a curricular unit. History informational texts contain an abundance of general academic vocabulary (e.g., *development, establish*), as well as domain-specific terms (e.g., *revolution, civil rights*), that students need to understand in order to make sense of the meanings in the texts. In addition, history texts use language in ways that may be unfamiliar to students (e.g., establishing time relationships as in *At the beginning of the last century . . . , After a long and difficult trek . . .*). Teachers help their students to notice these types of language features and many others that are used in their history/social studies texts. Through carefully designed instruction, they build their students' awareness of how language is used to make meaning in history/social studies, thereby developing their students' ability to understand the language of complex informational texts and at the same time their understanding of the critical meanings in the texts (Schleppegrell 2013). Becoming aware of how English works in different text types helps students expand their bank of language resources from which to draw as they write.

Importantly, for all students and especially ELs, teachers explicitly draw attention to the text structure and organization and to particular language resources (e.g., vocabulary, grammatical structures, cohesive devices) in the informational and literary texts used in a curricular unit.

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this *ELA/ELD Framework*. Lesson planning should anticipate year-end and unit goals, respond to students' needs, and incorporate the framing questions in figure 5.17.

Figure 5.17. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in the preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

Vignette 5.1 presents a portion of an instructional unit and a closer look at a lesson during integrated ELA and social studies instruction. In this vignette, the focus of instruction is *conducting research* and *writing research reports* (biographies). The integrated ELA/social studies vignette is an example of appropriate instruction for all California classrooms; additional suggestions are provided for using the CA ELD Standards for EL students (integrated ELD).

Vignette 5.1. Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four

Background

Mrs. Patel's 32 fourth graders write many different text types during the course of the school year. Currently, they are in the middle of a unit on writing biographies based on research. At Mrs. Patel's school, the TK–5 teachers have developed a multi-grade scope and sequence for *literary nonfiction writing*. Instruction focuses on simple recounts of personal experiences in TK–grade 1, autobiographies in grades 2–3, and biographies that involve research in grades 4–5. Fourth graders write biographies about famous Californians who made a positive contribution to society through their efforts to expand Americans' civil rights (e.g., Dolores Huerta, Fred Korematsu, Edmund G. "Pat" Brown, Mary Ellen Pleasant, Cesar Chavez, Ed Roberts, Jackie Robinson, Harvey Milk).

The students at the school come from diverse cultural and linguistic backgrounds. In Mrs. Patel's class, children speak 12 different primary languages. Seven of Mrs. Patel's students are ELs at the late Expanding or early Bridging level of English language proficiency, and five students are former ELs in their first year of reclassification. Students with disabilities are included in all instruction. The fourth-grade teachers intentionally select biographies that reflect the diversity of the students. Among the teachers' main purposes for conducting this biography unit are to engage students in discussions about life in different historical contexts and explore how specific historical figures dealt with life's challenges in courageous ways that not only benefited society but were also personally rewarding.

Lesson Context

At this point in the biography unit, Mrs. Patel's students are researching a California historical figure of their choice. Ultimately, students will individually write a biography on the person they select and provide an oral presentation based on what they wrote. First, students conduct collaborative research in small groups with others who have selected the same historical figure. They read books or articles and view multimedia about the person; discuss the findings they have recorded in their notes; and work together to draft, edit, and revise their biographies and oral presentations. Texts are provided in both English and in the primary

Vignette 5.1. Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four (cont.)

languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are encouraged to read in both languages.

Before she began the unit, Mrs. Patel asked her students to read a short biography and then write a biography of the person they read about. This *cold write* gave her a sense of her students' understanding of the genre and helped focus her instruction on areas that students need to develop. She discovered that while the students had some good writing skills, they were unclear about how to structure a biography and what type of information to include or language to use. Most students' writing took the form of a short paragraph that included mostly what they liked about the person, along with a few loosely strung together events and facts.

Over the course of the unit, Mrs. Patel reads aloud several biographies on different historical figures in order to provide models of well written biographies. She also provides a bridge between learning about historical figures and writing biographies independently by explicitly teaching students how to write biographies; she highlights the purpose of biographies (to tell about the important events and accomplishments in a person's life and reveal why the person is significant) and focuses on how writers make choices about vocabulary, grammatical structures, and text organization to express their ideas effectively.

Mrs. Patel deconstructs biographies with her students so that they can examine the text structure and organization; they discuss how writers use grammatical structures to create relationships between or expand ideas, and attend to vocabulary that precisely conveys information about the person and events. The mentor texts she reads aloud to the class or that students read in small groups provide models of writing that students may want to incorporate into their own biographies. This week, Mrs. Patel is reading aloud and guiding her students to read several short biographies on Dr. Martin Luther King, Jr. Yesterday, the class analyzed, or deconstructed, one of these biographies. As they did, Mrs. Patel modeled how to record notes from the biography using a structured template, which follows.

Biography Deconstruction Template	
Text Title:	
<i>Stages and Important Information</i>	<i>Vocabulary</i>
<p>Orientation (tells where and when the person lived)</p> <ul style="list-style-type: none"> • Where and when the person was born • What things were like before the person's accomplishments 	
<p>Sequence of Events (tells what happened in the person's life in order)</p> <ul style="list-style-type: none"> • Early life, growing up (family, school, hobbies, accomplishments) • Later life (family, jobs, accomplishments) • How they died or where they are now 	

Vignette 5.1. Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four (cont.)

Biography Deconstruction Template Text Title (cont.):

Evaluation (tells why this person was significant)

- Why people remember the person
- The impact this person had on California and the U.S.
- How they improved the rights and privileges of Americans through their actions
- How their actions exemplified the principles outlined in the American Declaration of Independence
- Meaningful quote by this person that shows his or her character

Lesson Excerpts

In today's lesson, Mrs. Patel is guiding her students to jointly construct a short biography on Dr. King using three sources of information: the notes the class generated in the Biography Deconstruction Template; their knowledge from reading or listening to texts and viewing short videos; and any other relevant background knowledge they bring to the task from previous experiences inside and outside of school. The learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will collaboratively write a short biography to describe the life accomplishments and significance of Dr. Martin Luther King Jr., using precise vocabulary, powerful sentences, and appropriate text organization.

CCSS for ELA/Literacy: *W.4.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; W.4.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; W.4.7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic; RI.4.3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*

CA ELD Standards (Expanding): *ELD.PI.4.1 – Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information; ELD.PI.4.10a – Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) . . . ; ELD.PI.4.12a – Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing; ELD.PII.6 – Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences . . .*

Vignette 5.1. Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four (cont.)

The joint, or collaborative, construction of the short biography on Dr. King provides Mrs. Patel's students with a scaffolded opportunity to apply the content knowledge and language skills they are learning in the biography unit. She uses the document camera so that all students can see the text as it develops. Mrs. Patel's guides her students' thinking and stretches their language use as she encourages them to tell her what to write or revise in the short biography. At strategic points throughout the discussion, she poses the following types of questions:

- What information should we include in the first stage to *orient* the reader?
- Which events should we write first? What goes next?
- How can we show when this event happened?
- Is there a way we can expand this idea to add more detail about when or where or how the event happened?
- Is there a way we can combine these two ideas to show that one event caused the other event to happen?
- Would that information go in the orientation, events, or evaluation stage?
- What word did we learn yesterday that would make this idea more precise?
- How can we write that he was a hero without using the word *hero*? What words could we use to show what we think of Dr. King?

After writing the orientation stage together, when the class commences the *sequence of events* stage, Mrs. Patel asks the students to refer to their notes and briefly share with a partner some of Dr. King's accomplishments, and then discuss just one of them in depth, including *why* they think it is an accomplishment. She asks them to be ready to share their opinions with the rest of the class using an open sentence frame that contains the word *accomplishment* (i.e., One of Dr. King's accomplishments was ____). She asks students to elaborate on their opinions by stating their reasons and encourages them to continue asking and answering questions until she asks them to stop. After students have shared with their partners, Emily volunteers to share what she and her partner, Awat, discussed.

Emily: One of Dr. King's accomplishments was that he went to jail in (looks at the notes template) Birmingham, Alabama.

Mrs. Patel: Okay, can you say more about why you and your partner think that was one of Dr. King's accomplishments?

Emily: Well, he went to jail, but he didn't hurt anyone. He was nonviolent.

Awat: And, he was nonviolent on purpose. He wanted people to pay attention to what was happening, to the racism that was happening there, but he didn't want to use violence to show them that. He wanted peace. But he still wanted things to change.

Mrs. Patel: So, how can we put these great ideas together in writing? Let's start with what you said, "One of Dr. King's accomplishments was ____." (Writes this, displaying it with the document camera.)

Vignette 5.1. Writing Biographies

Integrated ELA and Social Studies Instruction in Grade Four (cont.)

- Awat: I think we can say, “One of Dr. King’s accomplishments was that he was nonviolent and he went to jail to show people the racism needed to change.”
- Matthew: We could say, “One of Dr. King’s accomplishments was that he was nonviolent, and he wanted people to see that racism in Birmingham, so he went to jail. He was protesting, so they arrested him.”
- Mrs. Patel: I like all of these ideas, and you’re using so many important words to add precision and connect the ideas. I think we’re getting close. There’s a word that I think might fit really well here, and it’s a word we wrote on our chart yesterday. It’s the word “force.” It sounds like you’re saying that Dr. King wanted to *force* people to do something, or at least to think something.
- Emily: Oh, I know! He wanted to force people to pay attention to the racism that was happening in Birmingham. But he wanted to do it by protesting nonviolently so that the changes that had to happen could be peaceful.

Mrs. Patel continues to stretch her students’ thinking and language in this way, and after a lively discussion with much supportive prompting from Mrs. Patel to collaboratively revise and refine the text, the class generates the following paragraph:

One of Dr. King’s accomplishments was going to jail in Birmingham to force people to pay attention to the racial discrimination that was happening there. He was arrested for protesting, and he protested nonviolently on purpose so that changes could happen peacefully. When he was in jail, he wrote a letter telling people they should break laws that are unjust, but he said they should do it peacefully. People saw that he was using his words and not violence, so they decided to help him in the struggle for civil rights.

Mrs. Patel guides her students to complete the short biography together as a class in this way—using relevant and precise vocabulary and and effective sentence structures—until they have a jointly constructed text they are satisfied with. She posts the biography in the classroom, so it can serve as a model, or mentor text, for students to refer to as they write their own biographies. By facilitating the collaborative writing of a short biography in this way, Mrs. Patel has strategically supported her students to develop deeper understandings of important historical events. She has also guided them to use their growing knowledge of language to convey their understandings in ways they may not yet have been able to do on their own.

When they write their biographies, Mrs. Patel notices that some of her students, particularly her ELs at the Expanding level of English language proficiency, make some grammatical and vocabulary approximations (e.g., use some general academic vocabulary incorrectly or write sentence fragments). She intentionally does not correct every misunderstanding. Instead, she is selective about her feedback because she knows that these approximations are a normal part of second language development as her EL students stretch themselves with new writing tasks and interact with ever more complex topics using increasingly complex language. She recognizes that focusing too much on their grammatical or vocabulary approximations will divert their attention from the important writing skills she is teaching them, so she is strategic

Vignette 5.1. Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four (cont.)

and focuses primarily on the areas of writing she has emphasized in instruction (e.g., purpose, audience, content ideas, text organization and structure, select grammatical structures, and vocabulary). In addition, while students edit and revise their drafts in their research groups, Mrs. Patel guides them to refine their own writing and help one another by using a checklist that prompts them to attend to these same areas, as well as conventions (e.g., punctuation, spelling).

Teacher Reflection and Next Steps

At the end of the unit, when Mrs. Patel and her fourth-grade colleagues meet to examine their students' biographies, they use a language analysis framework that focuses on biography writing and is based on the CA CCSS for ELA/Literacy and the CA ELD Standards. (See chapter 8 of this *ELA/ELD Framework* for an example.) They also compare the pre-writing cold write students did with their final writing projects. They find that, over the course of the unit, most students grew in their ability to organize their texts in stages (orientation, sequence of events, evaluation) and to use many of the language features taught during the unit (general academic vocabulary, complex sentences, and words and phrases that create cohesion throughout the text). Using some of these new language resources, students are able to successfully convey their understandings about the person they researched. This language analysis framework has helped the fourth-grade team identify critical areas that individual students still need to develop and consider additional ways to refine their teaching in the future.

For the other culminating project, oral presentations based on the written reports, the students dress as the historical figure they researched, use relevant props and media, and invite their parents and families to view the presentation. This way, all of the students learn a little more about various historical figures the class researched, and they have many exciting ideas about history to discuss with their families.

Sources

Lesson adapted from

Pavlak, Christina M. 2013. "It Is Hard Fun: Scaffolded Biography Writing with English Learners." *The Reading Teacher* 66 (5): 405–414.

Rose, David and C. Acevedo. 2006. "Closing the Gap and Accelerating Learning in the Middle Years of Schooling." *Literacy Learning: The Middle Years* 14 (2): 32–45.

Spycher, Pamela 2007. "Academic Writing of English Learning Adolescents: Learning to Use 'Although.'" *Journal of Second Language Writing* 14 (4): 238–254.

Additional Information

Web sites

- The California History–Social Science Project (<http://chssp.ucdavis.edu/>) has many resources, lesson plans, and programs for teaching history and the related social sciences.
- Teachinghistory.org (<http://teachinghistory.org/>) has many ideas and resources for teaching about history.
- The South Australia Department of Education (<http://www.decd.sa.gov.au/literacy/pages/Programs/programsresources/>) has many resources for scaffolding the writing of various text types, including biographies (http://www.decd.sa.gov.au/literacy/files/links/Recount_Writing_June_2102.pdf).

Designated ELD Vignette

The example in vignette 5.1 illustrates good teaching for all students with particular instructional attention to the needs of ELs and other diverse learners. English learners additionally benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction. Vignette 5.2 presents designated ELD that builds into and from the integrated ELA/social studies unit in order to support EL students in their steady development of academic English. This vignette focuses on developing general academic vocabulary that students need to know well in order to understand their social studies texts and write their biography research reports.

Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction in Grade Four

Background

Mrs. Patel's class is in the middle of a biography unit in which students conduct research on an important historical figure and learn how to write biographies. (See vignette 5.1.) For designated ELD, Mrs. Patel and her colleagues regroup their students so they can focus on the academic English language learning needs of their students in a targeted way. Mrs. Patel works with a group of ELs who have been in the school since kindergarten or first grade and are at the late Expanding and early Bridging levels of English language proficiency. Another teacher works with a group of ELs who came to the school at the beginning of third grade and are at the Emerging level of English language proficiency. A third teacher works with native English speaking students as well as those who have recently been reclassified from EL status. Mrs. Patel and her colleagues plan their designated ELD lessons together at the same time as they plan their integrated ELA/social studies biography unit. Some designated ELD time is devoted to supporting students to develop deep understandings of and proficiency using general academic and domain-specific vocabulary from the texts and tasks in ELA and other content areas. The vocabulary lessons they plan are differentiated to meet the particular language learning needs of the students. For example, some groups may receive particularly intensive instruction for a set of words.

Lesson Context

Throughout the biography unit, Mrs. Patel and her colleagues ensure that their ELs are engaged in all aspects of the biographical research project and that they are provided with the support they need for full participation. For example, when reading texts aloud or when highlighting and recording important information from the texts in a *biography deconstruction template*, Mrs. Patel explains the meanings of words and provides cognates when appropriate. She also explicitly teaches all students some of the words that they are encountering during integrated ELA/social studies instruction. However, Mrs. Patel and her colleagues recognize that their EL students need more intensive support in understanding and using some of these new terms, particularly general academic vocabulary. The teaching team uses a five-day cycle for teaching vocabulary in designated ELD, which is modified based in the different groups' evolving needs. This week, the words that the students in Mrs. Patel's class are learning are *unjust*, *respond*, *protest*, *justice*, and *discrimination*. The five-day cycle Mrs. Patel uses is summarized in the following chart.

Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction in Grade Four (cont.)

<i>Five-day vocabulary teaching cycle</i>					
	Day One	Day Two	Day Three	Day Four	Day Five
Purpose	Linking background knowledge to new learning and building independent word learning skills	Explicit word learning and applying knowledge of the words through collaborative conversation	Explicit word learning and applying knowledge of the words through collaborative conversation	Explicitly learning about morphology and applying knowledge of all the words in an oral debate	Applying knowledge about the words <i>and how they work together</i> in writing
Lesson Sequence	Students <ul style="list-style-type: none"> • Rate their knowledge of the 5 words • Engage in readers theater or other oral language task containing the target words • Use morphological and context clues to generate definitions in their own words 	Students <ul style="list-style-type: none"> • Learn 2–3 words explicitly via a predictable routine • Discuss a worthy question with a partner using the new words 	Students <ul style="list-style-type: none"> • Learn 2–3 words explicitly via a predictable routine • Discuss a worthy question with a partner using the new words 	Students <ul style="list-style-type: none"> • Discuss their opinions in small groups, using the target words where relevant • Discuss useful morphological knowledge related to the words 	Students <ul style="list-style-type: none"> • Write a short opinion piece using the target words • Review initial ratings and refine definitions

Lesson Excerpts

In today's lesson, Mrs. Patel's designated ELD class will learn two words explicitly—*unjust* and *respond*—and then discuss a worthy question using the words meaningfully in conversation. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction in Grade Four (cont.)

Learning Target: The students will use the words *unjust* and *respond* meaningfully in a collaborative conversation and in a written opinion.

CA ELD Standards (Bridging): ELD.PI.12a – Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing; ELD.PI.6b – Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics; ELD.PI.4.1 – Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

For teaching general academic vocabulary explicitly, Mrs. Patel uses a predictable routine that students are familiar with. The steps are as follows:

1. **Introduce:** Tell the students the word they will learn, and briefly refer to where in the text they saw or heard it. Highlight morphology (e.g., the suffix *-tion* tells me the word is a noun). Identify any cognates in the students' primary language (e.g., *justice* in English is *justicia* in Spanish).
2. **Explain the Meaning:** Explain what the word means in student-friendly terms, using one or two complete sentences.
3. **Contextualize:** Explain, with appropriate elaboration, what the word means in the context of the text. Use photos or other visuals to enhance the explanation.
4. **Give Real-life Examples:** Provide a few examples of how the word can be used in other grade-appropriate ways, relevant to the students, using photos or other visuals to enhance the explanation.
5. **Guide Meaningful Use:** Invite students to use the word meaningfully in one or two think-pair-shares, with appropriate scaffolding (e.g., using a picture for a prompt or an open sentence frame).
6. **Ask and Answer:** Ask short-answer questions to check for understanding. (This is not a test; the students are still learning the word.)
7. **Extend:** Find ways to use the word often from now on, and encourage the students to use the word as much as they can. Encourage students to teach the word to their parents and other family members.

After Mrs. Patel uses this sequence to teach the two words explicitly, she provides the students with an opportunity to use the words meaningfully in an extended conversation that is directly related to what they are learning about in the biography unit. She has written a question and a couple of open sentence frames and displayed them using the document camera. She then asks the students to discuss the question in partners, drawing on examples from the biography unit (e.g., how historical figures responded to *unjust* situations) to enhance their conversations.

Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction in Grade Four (cont.)

Mrs. Patel: Describe how you could *respond* if something *unjust* happened on the playground at school. Be sure to give an example and to be specific. Use these sentence frames to help you get started: "If something *unjust* happened at school, I could *respond* by _____. For example, _____."

Mrs. Patel reminds them that the verb after *by* has to end in the suffix *-ing*" She points to a chart on the wall, which her students have learned to refer to as they engage in collaborative conversations, and she reminds them that they should use this type of language in their discussions.

How to be a Good Conversationalist	
<p><i>To ask for clarification:</i> Can you say more about ____? What do you mean by ____?</p>	<p><i>To affirm or agree:</i> That's a really good point. I like what you said about ____ because _____.</p>
<p><i>To build or add on:</i> I'd like to add on to what you said. Also, _____.</p>	<p><i>To disagree respectfully:</i> I'm not sure I agree with _____ because _____. I can see your point. However, _____.</p>

As the students engage in their conversations, Mrs. Patel listens so that she can provide just-in-time scaffolding and so that she will know what types of language are presenting challenges to her students. Carlos and Alejandra are discussing their ideas.

Carlos: If something *unjust* happened at school, I could respond by telling them to stop it. For example, if someone was being mean or saying something bad to someone, I could respond by telling them that's not fair.

Alejandro: I'd like to add on to what you said. If something *unjust* happened at school, like if someone was being a bully, I could respond by telling them they have to be fair. I could use my words.

Carlos: Yeah, you could use nonviolence instead, like Martin Luther King, Jr.

Mrs. Patel: That's great that you also used the word "nonviolence," Carlos. You could also say, "We could respond by using nonviolence."

Carlos: Oh yeah, we could do that. We could respond by using nonviolence.

At the end of the lesson, Mrs. Patel asks the students to write down one sentence they shared with their partner or that their partner shared with them using the words *unjust* and *respond*.

Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction in Grade Four (cont.)

Teacher Reflection and Next Steps

At the end of the week, students write short opinion pieces in response to a scenario. Mrs. Patel requires them to use all five of the words they learned that week. When she reviews their opinion pieces, she sees that some students still do not quite understand the nuances of some of the words. She makes a note to observe these students carefully as they continue to use the words throughout the coming weeks. She also plans to work individually with those who could benefit from additional attention even though they may have had multiple opportunities to use the words in context because she realizes that students take up new information in different ways over time.

Mrs. Patel's colleague, Mr. Green, who works with the small group of newcomer ELs at the Emerging level of English language proficiency, describes the vocabulary instruction he provided that week. He also taught the five words explicitly. However, the level of scaffolding he provided was substantial. Because his colleagues indicated that this group of students was having difficulty sequencing their ideas in the biography unit activities, he also provided many opportunities for the students to use oral language so that they would feel more confident using this type of language when writing their biographies. For example, he asked students to orally recount personal experiences (e.g., what they did over the weekend in time order), and he worked with them to use language useful for recounting (e.g., past tense verbs, sequence terms). He also encouraged them to expand and connect their ideas in a variety of ways (e.g., by creating compound sentences or adding prepositional phrases to indicate when things happened). He used experiences that were more familiar to the students so that they could initially focus on stretching their language without worrying about the new content. Next, he drew connections to the content of the biography unit and supported students to use these language resources when recounting events in the lives of the people they were learning about. He also focused on two of the general academic vocabulary words the other teachers taught, but he spent more time on the words so that the students would feel confident using them.

Source

Lesson adapted from

Pavlak, Christina M. 2013. "It Is Hard Fun: Scaffolded Biography Writing with English Learners." *The Reading Teacher* 66 (5): 405–414.

Additional Information

Web sites

- Word Generation (<http://wg.serpmedia.org/>) has many ideas for teaching academic vocabulary in context.

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and**

linguistically diverse learners, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods, including communication with families, in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners and enlist the support of colleagues and others as appropriate. (See figure 5.18.) For example, a teacher might observe during a lesson that a student or a group of students needs more challenge and so adapt the main lesson or provide alternatives that achieve the same objectives. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9 of this *ELA/ELD Framework*.

Fourth-grade students are the new sophisticates as they enter the upper elementary years. With excellent instruction and an inviting and stimulating setting, they revel in the advanced concepts, words, and ways of thinking they encounter and undertake longer projects, books, and interactions. They relish multiple syllables, complex clauses, and texts of every variety. They take pride in creating reports, presentations, and creative pieces. May they exercise their literacy skills with such fluidity and ease that the language arts become their tools for new investigations and inspired expression.

Figure 5.18. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they frequently collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

Grade Five

Grade five is often the final year of elementary school for students before they transition to middle school in grade six. Like grade four, it is a critically important year during which students need to consolidate their literacy skills and apply them across content areas and in different settings. Students advance in all strands of the language arts, deepening their comprehension of increasingly complex texts, expanding their command of academic English, and advancing their writing and presenting skills. Students make great strides in literacy development due to excellent ELA/literacy (and for ELs, ELD) instruction, meaningful collaborations with others, deep engagement with texts and content, and wide and voluminous independent reading.

This grade-level section provides an overview of the key themes of ELA/literacy and ELD instruction in grade five. It offers guidance for ensuring ELs have full access to rich ELA and content instruction, including integrated and designated ELD instruction. Brief snapshots and longer vignettes bring many of the interrelated concepts to life. The section concludes with listings of the CA CCSS for ELA/Literacy and CA ELD Standards for the grade level.

Key Themes of ELA/Literacy and ELD Instruction in Grade Five

In this section, the key themes of ELA/literacy and ELD instruction are discussed as they apply to grade five. These include **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. Instruction occurs in an integrated, motivating, engaging, respectful, and intellectually challenging context. Teachers recognize the importance of this grade-level for students on the pathway toward the ultimate goals of transitional kindergarten through grade-twelve schooling: Students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and develop acquire the skills for living and learning in the 21st century. See figure 5.19.

Figure 5.19. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

Instructional attention to meaning making is critical through all grade levels. Fifth grade is no exception. In fact, it is especially important as students are moving into middle and high school where a great deal of their learning will occur through interactions with texts. Students need to have the skills and the dispositions to engage with complex and challenging texts. Teachers continue to provide instruction that enables all students' ability to comprehend a range of texts.

As noted in previous sections, teachers develop text dependent questions to prompt different kinds of thinking about both literary and informational text. Students are supported to disentangle the meanings of potentially problematic concepts, important academic vocabulary, and complex text and grammatical structures. They locate main ideas and supporting details. They identify arguments and evidence in texts. They examine the author's craft. (See the meaning making sections in the overview of the span and grade four sections of this chapter for more on these topics.)

In addition to having students answer questions, teachers ensure that students ask questions of the text. They also teach students how to use a variety of strategies to comprehend difficult text. Importantly, they ensure that all students read complex text, knowing that students build skill with such text by engaging with it. And, they continue to read aloud (and think aloud) from complex text, modeling meaning making for students and expanding their exposure to sophisticated content, ideas, and language.

Students in grade five are now able to approach text with greater purpose, and they begin to realize that they can interact with a text in ways that allow them to more deeply understand the text's meaning and also question its premises. Over the course of days, teachers guide students through a series of experiences designed to guide them to extract and construct meaning and to take a critical stance with the text. For example, fifth graders may engage with a challenging informational text on a topic of interest, such as expanding recycling services in the school and community. Deep engagement with the text is designed intentionally and purposefully in the following way.

Before reading a text, students

- Consider a key question related to recycling: "The City of ABC provides curbside recycling, but city residents are not using it as much as the city had planned. What will it take to get people to sort their garbage and do more recycling?" Students discuss the topic briefly with one or two classmates near their desks and then do a quickwrite to capture their thinking on the question.
- Listen to their teacher's brief explanation of the phrase, "Reduce, Reuse, Recycle," and then brainstorm terms related to the concepts and organize them into categories.
- Preview the text of the article on recycling noting its headings, captions, diagrams, title, author, and publisher.
- Answer questions about the article given what they have seen so far: "What do you think this text will be about?" "What do you think the purpose of the article will be?" "How could you turn the title of the article into a question to answer as you read?"



Students in grade five are now able to approach text with greater purpose, and they begin to realize that they can interact with a text in ways that allow them to more deeply understand the text's meaning and also question its premises.

- Revisit the terms introduced earlier and discuss the meaning of the prefix in “Reduce, Reuse, and Recycle.”

As students read the text, they:

- Read the article, consulting the questions they answered earlier and their responses. The students decide if their earlier predictions were true, and if not, look for the place in the text that misled or misdirected them and try to figure out why. They identify parts of the text, if any, that are confusing, and see if they can answer the question they created using the title.
- View a copy of the text (projected on the board by the teacher) and discuss where the introduction (or beginning) ends and where the conclusion (or ending) begins. The class proposes that the teacher draw a line in various place to show the introduction and conclusion, and they discuss their reasoning for their choices. The teacher explains that there may be several ways to answer this and discusses with the class what the purposes of an introduction and conclusion in an article might be.
- Analyze a copy of the text divided into sections by working with their teacher to decide what the first section is about, or what the text “says.” The class then discusses what they think the purpose of the section is or what it “does.” Does the section give facts? Propose a solution? Explain a problem? State a position? Give examples? Try to convince you of something? After working with one or two examples, students work in pairs to determine what the remaining sections “say” and “do.”
- Explore with their teacher a complex sentence that includes the transition phrase, “in addition,” and listen to the teacher’s explanation of how the phrase works in the sentence and the paragraph. Students then work in groups to find other sentences with similar transitions.
- Return to the copy of the text where they noted the content (*says*) and purpose (*does*) for each section. The teacher asks the students now to find and mark (*annotate*) an element of the text, for example the problem, the author’s argument, or the author’s examples. The students take brief notes in the left hand margin on the element(s) the teacher has them look for. Then students make notes in the right hand margin on their reactions or questions about what the author is saying. Initially the teacher models this process and practices it with students, and then students annotate on their own.

After students have read the article and annotated it, they:

- Review their content and purpose statements and use them to create a summary of the article. They sort through and discard statements that are similar or not as important to the main idea until they arrive at the gist of the article. They use the remaining statements to write a brief summary.
- Conclude their work with the article by considering questions such as the following: “Did the author convince you that he or she had a good plan to increase recycling? Why or why not?” “How does the information fit with what we already know? Other texts we have read?” “Are certain interests served by this article? Does the author have a bias? What language, images, or features of the text suggests this?” “What information is left out of the article that might have given the reader a different perspective of the issue?” After discussing these questions in their table groups and taking notes, students write their responses in a concluding quickwrite.
- Read other texts on the same topic or view related media and explore the similarities and differences in ideas and information.

This is just one example of how teachers might facilitate their students’ deep engagements with texts. Whatever the overarching approach or sequence of tasks, teachers need to ensure that all students build advanced skill in meaning making with complex text and provide the appropriate additional and differentiated support to those students who are learning English as an additional

language, students with disabilities, and students experiencing difficulty with reading texts. (See chapter 9 of this *ELA/ELD Framework*.) Keeping motivation high, especially through student choice and peer collaboration, is crucial. In addition, teachers should continue to read aloud and facilitate discussions about complex texts that stretch students' thinking and language

Language Development

Language development continues to be a priority in grade five. A multifaceted approach is taken to vocabulary instruction. As discussed in chapter 2 of this *ELA/ELD Framework* and in the overview of the grade span in this chapter, teachers provide a comprehensive program of vocabulary instruction in which they do the following:

- Ensure students have extensive experiences with academic language
- Establish a word-conscious environment
- Teach words
- Teach word-learning strategies.
- Support students to develop language awareness

Considerable emphasis is placed on reflecting on language. For example, students discuss language choices, and they examine the author's craft of a variety of genres. Some texts may serve as mentor texts, ones that contain targeted features that students emulate in their own writing. This emphasis on reflecting on and discussing language is critical for ELs in the fifth grade as school may be the only place where they have an opportunity to receive this explicit guidance in English. Teachers should take the time to engage students in deep discussions about language, in addition to teaching language explicitly. This dual effort assists ELs, and other students, in developing academic English and awareness of how language works and supports them in making deliberate choices about language use.

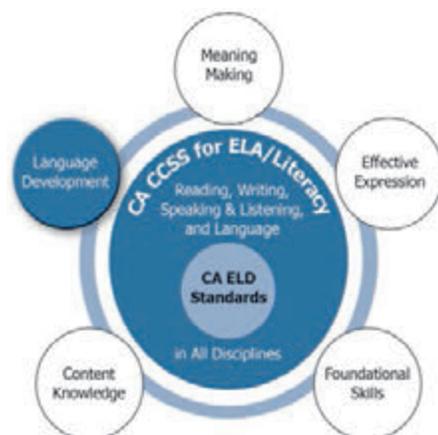
Effective Expression

Students who have achieved the standards in the previous grades demonstrate the ability to express themselves clearly in writing, discussing, and presenting, and they demonstrate considerable command of language conventions. Grade-five expectations related to effective expression are discussed in the following sections.

Writing

A panel of experts on writing instruction notes that "writing is a fundamental part of engaging in professional, social, community, and civic activities" (Graham, and others 2012, 6). The panel further asserts that "because writing is a valuable tool for communication, learning, and self-expression, people who do not have adequate writing skills may be at a disadvantage and may face restricted opportunities for education and employment" (6). Therefore, it is crucial that students have strong writing skills by the time they complete the elementary school years.

In grade five, students advance their ability to write logically organized and clearly supported opinion pieces, informational/explanatory texts, and narratives. They provide ample detail and use precise language. They include formatting and multimedia components as appropriate. They use a



Grade-five students make productive use of the Internet and other technology to inform and publish their writing. They have sufficient command of keyboarding skills and type a minimum of two pages in a single setting.

variety of techniques to communicate clearly and interest readers. Grade-five students make productive use of the Internet and other technology to inform and publish their writing. They have sufficient command of keyboarding skills and type a minimum of two pages in a single setting.

Writing is understood to be a highly purposeful and meaningful act. Students write to learn and to express themselves. They engage in process writing, which may take days or weeks on some projects. They take pride in refining and sharing selected works.

As in previous grades, opportunities for choice contribute to motivation. Although students learn particular skills, techniques, and strategies, they demonstrate them in writing projects that interest them and have meaning in their lives. By grade five, students engage in large, multifaceted projects that demand note taking, drafting, conversation, and multiple revisions. As they write and collaborate, students synthesize information and they discover what they know and believe.

The following informative piece, from the NGA/CCSSO (2010b: Appendix C), was written in class (see figure 5.20). Annotations from Appendix C follow the example. Additional examples of student writing may be found at EdSteps, a large public library of student writing led by the CCSSO.

Figure 5.20. Grade Five Writing Sample

Author Response: Roald Dahl

By:

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobble funding. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, disgusting thoughts. Some of his stories that have those things are *Charlie and the Chocolate Factory*, *Matilda*, *The Witches* and *Danny the Champion of the World*. The *Witches* is the book that I am reading right now, and it is like *The BFG*, another book that is by Roald Dahl. They are alike because in *The BFG*, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. *The Witches* has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible.

Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together. In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life. But it is always about something terrible. All the characters that Roald Dahl ever made were probably fake characters. A few things that the main characters have in common are that they all are poor. None of them are rich. Another thing that they all have in common is that they either have to save the world, someone else, or themselves.

Annotation

The writer of this piece

- Introduces the topic clearly, provides a general observation and focus, and groups related information logically.
 - *Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear.*
- Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - *He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking.*
 - *Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together.*
 - *In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life.*
- Links ideas within and across categories of information using words, phrases, and clauses.
 - *The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because . . .*
- Uses precise language and domain-specific vocabulary to inform about or explain the topic.
 - *Roald Dahl uses a lot of similes.*
 - *I have noticed that the plot or the main problem of the story . . .*
 - *All the characters . . .*
- Demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C, 29–30.* National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

The CA CCSS for ELA/Literacy and the CA ELD Standards inform teachers in their analysis of student writing and provision of timely and strategic feedback. The CA ELD Standards provide guidance on the types of English language resources EL students at different proficiency levels can be expected to use proficiently at the end of each English language proficiency level. An example of an EL student's writing with annotations and analysis based on the CA ELD Standards is provided in chapter 8 of this *ELA/ELD Framework*.

Discussing

In grade five, students engage in more sustained discussions than in previous grades. They are more skillful in synthesizing information from a variety of sources and in building on the comments of others. They are able to express opinions that are not shared by others, and they are accepting of diverse viewpoints. Importantly, considerable attention is devoted to providing evidence for opinions and interpretations.

New to grade five is that students summarize information presented in writing, through diverse media and formats, and by a speaker, and they identify and analyze any logical fallacies (SL.5.3). Teachers provide models, demonstrate, scaffold students' attempts, and debrief with students. Students' preparation for discussions is particularly important.

When students are reluctant to participate, teachers should consider whether the material is sufficiently interesting to capture students' attention, whether the discussion structure ensures all students participate, whether students have sufficient background knowledge (including the appropriate vocabulary to express concepts) and whether the students feel safe to contribute their thoughts.

Presenting

The ability to clearly express and present information and ideas is important in daily life in many contexts, as well in college, the workplace, and civic life. Teachers in all grade levels teach student how to present their knowledge and ideas. They guide students to develop thoughtful, logically organized, and interesting presentations. They engage students in debriefing after a presentation so that students reflect on and consider how to improve their presentations.

In grade five, students creatively and critically prepare presentations. They consider format and media and how to make the presentation informative and interesting to their audience. They analyze and synthesize information and make judgments about what to include and how to effectively present the information. They make careful choices about the language and images they use.

In grade five, students plan and deliver a range of presentations, including an opinion speech (SL.5.4a) that

- states an opinion;
- logically sequences evidence to support the speaker's position;
- uses transition words to effectively link opinions and evidence (e.g., *consequently* and *therefore*); and
- provides a concluding statement related to the speaker's position.

Students in grade five also memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.

The attention to evidence is especially important as students at this grade are moving toward the development of skill in construction of arguments that is vital in the years ahead. Scaffolding is provided and progress is closely monitored. Formative assessment allows teachers to provide immediate and subsequent instruction that addresses individual and group needs.

Students in grade five also memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection (SL.5.4b). Students are given ample time to practice and may have the opportunity to preview their recitation with a partner or small group of peers prior to presenting for a larger group or outside audience.

Using Language Conventions

Use of language conventions contributes to effective expression. Language conventions in grammar and usage taught in grade five (L.5.1) include those in figure 5.21.

In grade five, students creatively and critically prepare presentations. They consider format and media and how to make the presentation informative and interesting to their audience.

Figure 5.21. Language Conventions in Grade Five

Language Standard 1	Abbreviated Definitions and Examples
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<p><i>Conjunctions</i> (connecting words used to join single words, phrases, and clauses): <i>and, but, or, because, although</i></p> <p><i>Prepositions</i> (words expressing temporal or spatial relationships): <i>before, until, over, around, through</i></p> <p><i>Interjections</i> (sudden, short exclamations): <i>Ha! Alas! Ouch!</i></p>
b. Form and use the perfect verb tenses.	<p>Present Perfect (expresses an action begun in the past and extending into the present): <i>I have walked many miles.</i></p> <p>Past Perfect (expresses an action completed in the past before a different past action) <i>I had walked home by the time she called.</i></p> <p>Future Perfect (expresses an action that will be completed in the future before a different future action): <i>I will have walked home by the time she arrives.</i></p>
c. Use verb tense to convey various times, sequences, states, and conditions.	<p><i>Times: I will go tomorrow. I went yesterday.</i></p> <p><i>Sequences: She completed her homework and then went to her friend's house.</i></p> <p><i>States: Sammy was an energetic dog.</i></p> <p><i>Conditions: If it rains, we will go to the movies. If it had rained, we would be watching a movie right now.</i></p>
d. Recognize and correct inappropriate shifts in verb tense.	<p><i>He completed the project and shuts down the computer</i> is corrected to <i>He completed the project and shut down the computer.</i></p>
e. Use correlative conjunctions.	<p>Word pairs that join words or groups of words of equal weight in a sentence: <i>either/or, whether/or, neither/nor, just as/so</i></p>

Language conventions of capitalization and punctuation taught in grade five (L.5.2) include the following:

- Use punctuation to separate items in a series
- Use a comma to separate an introductory element from the rest of the sentence
- Use a comma to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address
- Use underlining, quotation marks, or italics to indicate titles of works

Conventions taught in previous grades are reinforced in this grade, particularly those displayed in the language progressive skills chart provided by the CDE (2013b, 40), which include the following:

Grade Three

- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
- L.3.3a Choose words and phrases for effect.

Grade Four

- L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g Correctly use frequently confused words (e.g., to/too/two; there/their).
- L.4.3a Choose words and phrases to convey ideas precisely.
- L.4.3b Choose punctuation for effect.

While the goal for all students is to use English purposefully with as few errors as possible, students who are learning English as an additional language will likely make approximations in word choice and grammar that are a normal part of language development.

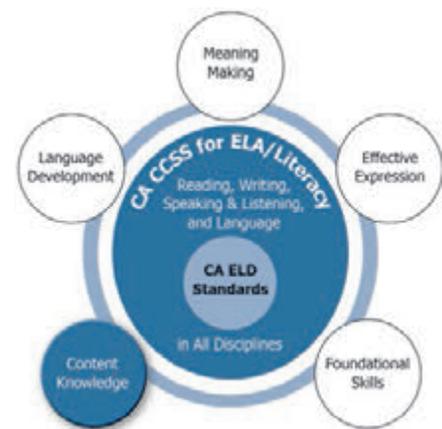
Spelling instruction continues (L.5.2e) and is closely aligned with vocabulary instruction in Greek and Latin affixes and roots (L.5.4b) and with decoding instruction that addresses morphological components of multisyllabic words (RF.5.3a). See the discussion of spelling in chapter 4 of this *ELA/ELD Framework*.

It is critical for teachers of ELs to use the CA ELD Standards as a guide for what they can reasonably expect their EL students at different English language proficiency levels to be able to do in terms of language conventions. While the goal for all students is to use English purposefully with as few errors as possible, students who are learning English as an additional language will likely make approximations in word choice and grammar that are a normal part of language development. Teachers should observe their students' language use carefully and make strategic choices in terms of the type of feedback they provide students. English learners should receive explicit messages from teachers and other adults that the classroom environment is a safe place to take risks with speaking and writing in English and that it is through meaningful interactions with English and others that language develops. This does not mean that teachers should ignore incorrect grammatical constructions or vocabulary choices, but that they should provide judicious feedback to students that is understandable and purposeful and that also leads to greater student autonomy in refining and revising one's own language use.

Content Knowledge

In grade five, teachers ensure that the content standards for all subject matter (e.g., science, social studies, the arts) are addressed in depth—and, importantly, that every student has access to the content. They do this by ensuring that all students are present for content instruction (rather than being removed to receive special services, for example) and by implementing instructional approaches that are appropriate for the range of learners. Teachers recognize the importance of students learning content for its own sake as well as for its role in literacy and language development.

Because disciplinary texts differ from one another in terms of presentation of information, language use (including vocabulary, syntax, and larger text structures), the roles and use of graphics and images, and so on, teachers provide explicit instruction in how to make meaning with the texts of different disciplines.



As noted in the overview of the span of this chapter, wide reading and engaging in research are both crucial for expanding students' content knowledge. Content area research provides rich opportunities for multi-modal experiences, such as historical reenactments. Grade-five students have daily opportunities to read books of their choice, and they pursue questions that interest them. Students have access to a classroom and school library that is well stocked with high quality trade books. They should have an independent reading program. (See chapter 2 of this *ELA/ELD Framework* for a discussion of wide and independent reading.)

Text sets are particularly useful for building students' knowledge and academic language. Figure 5.22 identifies informational texts related to the American Revolution.

Figure 5.22. Books Related to the American Revolution

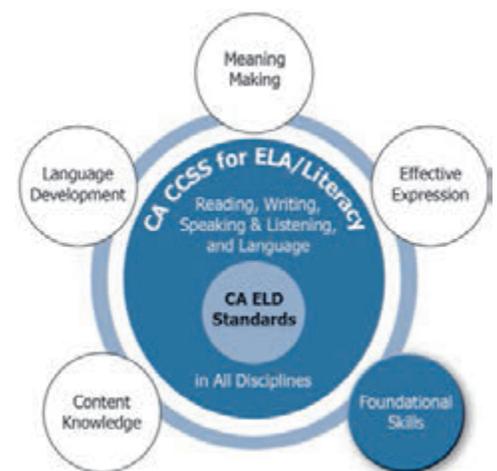
<p>Historical Fiction: <i>The Fighting Ground</i> by Avi (1984) <i>Toliver's Secret</i> by Esther Wood Brady (1976) <i>Give Me Liberty</i> by Laura Elliot (2006) <i>Phoebe the Spy</i> by Judith Berry Griffin (1977) <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit (1990)</p> <p>Graphic Novel: <i>Road to Revolution!</i> by Stan Mack and Susan Champlin (2009)</p> <p>Picture Books: <i>Sleds on Boston Common: A Story from the American Revolution</i> by Louise Borden (2000) <i>Redcoats and Petticoats</i> by Katherine Kirkpatrick (1999) <i>Hanukkah at Valley Forge</i> by Stephen Krensky (2006) <i>Saving the Liberty Bell</i> by Megan McDonald (2005) <i>Emma's Journal: The Story of a Colonial Girl Marissa Moss</i> by Marissa Moss (1999) <i>The Scarlet Stockings Spy</i> by Trinka Hakes Noble (2004) <i>Colonial Voices: Hear Them Speak</i> by Kay Winters (2008)</p>

Foundational Skills

The focus of foundational skills instruction in grade five is the consolidation of phonics and word-analysis skills in order to decode unfamiliar words in grade-level texts (RF.5.3a) and continued development of fluency (RF.5.4).

A close link exists between the phonics and word recognition skills, vocabulary development, and spelling in grade five. Students use morphology (roots and affixes) to decode multisyllabic words, determine the meaning of multisyllabic words, and spell multisyllabic words. Instruction is directed at the integration of these skills.

Fluency continues to be promoted through skilled models who demonstrate accurate, appropriately paced, and expressive reading aloud with increasingly sophisticated text. Students engage in repeated readings for authentic purposes, such as preparing for an oral rendering of a text,



reader's theatre, audio recordings, and reading aloud to younger students. As noted previously, wide reading especially contributes to fluency, as well as to other aspects of literacy development.

Figure 5.23 provides mean oral reading rates of grade-five students. Students reading more than ten words correct per minute below the 50th percentile will need instructional support. For example, a grade-five student who reads 99 or fewer words per minute correctly in the fall should be provided targeted instruction after an assessment of his or her particular needs is conducted. As noted elsewhere, fluency rates must be cautiously interpreted with speakers of languages other than English. In addition, fluency rates are difficult to apply to students who are deaf and hard of hearing who use American Sign Language. When students storysign, they are actually interpreting the story from one language (printed English) to another (American Sign Language). In this case, fluency rates in the figure do not apply.

Figure 5.23. Mean Oral Reading Rate of Grade Five Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	166	182	194	.9
75	139	156	168	.9
50	110	127	139	.9
25	85	99	109	.8
10	61	74	83	.7
*WCPM = Words Correct Per Minute **Average words per week growth				
Source Hasbrouk, Jan, and Gerald T. Tindal. 2006. "Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers." <i>The Reading Teacher</i> 57: 646–655.				

Students in grade five who are experiencing difficulty with foundational skills should be provided swift and appropriate additional instruction that is targeted to their needs. In addition, they need many opportunities to read. Motivation should be kept high, and students should have access to a wide selection of books, time to read, and time to discuss texts with peers. Teachers and teacher librarians can assist students in locating books that they may find interesting, relevant to their lives, and worth pursuing.

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all disciplines. Figure 5.16 in the overview of the span outlines general guidance on providing instruction to ELs on foundational literacy skills aligned to the CA CCSS for ELA/Literacy Foundational Skills Standards. This guidance is intended to provide a general overview, and does not address the full set of potential individual characteristics of EL students that needs to be taken into consideration in designing and providing foundational literacy skills instruction (e.g., students who have changed schools or programs frequently, or who have interrupted schooling in either their native language or English). See the grade span section of this chapter and chapter 2 of this *ELA/ELD Framework* for additional guidance on providing foundational skills instruction to ELs.

An Integrated and Interdisciplinary Approach

As noted several times in this framework, the CA CCSS for ELA/Literacy and the CA ELD Standards call for an integration of reading, writing, speaking, and listening. In addition, these two sets of standards are inextricably linked to every area of the curriculum. Learning subject matter demands understanding and using the language of the discipline to comprehend, clarify, and communicate concepts. The following snapshots illustrate the integration of the ELA/Literacy strands with the content areas.

Snapshot 5.5. Sentence Combining with Grant Wood's Painting, *American Gothic* Integrated ELA/Literacy and Visual Arts in Grade Five

The students in Mrs. Louis-Dewar's fifth-grade class have enjoyed their study of art from various regions in the United States. Today she plans to share Grant Wood's painting, *American Gothic*. Because she wants to support the sentence combining skills the students' have been working on during language arts, she decides to share only half of the image at a time. She covers the right portion of the print of the painting, so only the woman and part of the building and landscape in the background are displayed. Mrs. Louis-Dewar asks the students to view the image for a moment, then turn to a neighbor and describe what they observe. She indicates that in this task, every idea needs to be expressed as a simple sentence, and she provides examples. Then, after the students have had a few moments to talk in pairs, she asks for volunteers to share one observation with the class.

Peter says, "I see a woman." William offers, "She's wearing an apron." Mrs. Louis-Dewar records their observations on her tablet and projects them on the interactive white board. After collecting and recording additional observations, prompting as needed for more, she covers the left half of the image and reveals the right half. This time before asking the entire class to share, she gives the students a few minutes to individually generate a list of simple sentences describing what they see in this portion of the painting. Afterwards, as they share some of their sentences, she records them on her tablet.

Mrs. Louis-Dewar then displays the entire image, and the students describe what they see and note how each half of the work contributes to the whole. The class discusses the artwork noticing and identifying nuances in the painting and using the vocabulary of the visual arts, such as *harmony* and *balance*. They comment on the artist's choices of color and ask questions about the subjects depicted and the time period in which the work was created.

Mrs. Louis-Dewar returns to the students' sentences and asks them to work with a partner to combine sentences from the two lists to generate a paragraph describing the image. She models doing so and ensures that students understand what is expected. One example she models is a simple sentence with an expanded noun phrase, and another example is a complex sentence. Daniel and Erica get straight to the task and, after generating and refining their first sentences with enthusiasm and some giggling, settle on "The balding bespectacled farmer holds a pitchfork as he stands next to the woman in black attire partially covered by a brown apron. The two are unsmiling, and perhaps unhappy, as they gaze into the distance,

Snapshot 5.5. Sentence Combining with Grant Wood’s Painting, *American Gothic* Integrated ELA/Literacy and Visual Arts in Grade Five (cont.)

the white farmhouse and red barn at their backs.” Both partners record the sentences. They continue to develop their paragraph, adding adjectives, adverbs, and prepositional phrases to their sentences and using subordinating conjunctions to create complex sentences and coordinating conjunctions to create compound sentences. They read their sentences aloud to each other to hear how they sound and ask Mrs. Louis-Dewar for assistance with punctuation.

Mrs. Louis-Dewar circulates through the room assisting student pairs as needed by providing feedback and language prompts. When every pair has finished writing and refining their paragraphs, she has each student practice reading aloud with his or her partner the jointly constructed paragraphs. Then they separate, each taking their own copy in hand, and individually meet with other students to read aloud their paragraph and listen to several other paragraphs. Finally, the class reconvenes and discusses the activity and the process of generating interesting sentences and paragraphs that capture the art they viewed. They are impressed with themselves and are eager to learn more about the painting and the artist.

Resource

Wood, Grant. *American Gothic*. 1930. The Art Institute of Chicago. <http://www.artic.edu/aic/collections/artwork/6565>

CA CCSS for ELA/Literacy Standards: L.5.3a; W.5.10

Related CA ELD Standards: ELD.PI.5.1, 2, 3, 7, 10b, 12a; ELD.PII.5.1–7

Related Visual Arts and Performing Arts Content Standards:

Visual Arts 1.1 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

Visual Arts 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

Visual Arts 3.3 Identify and compare works of art from various regions in the United States.

Visual Arts 4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

Snapshot 5.6. Student-Initiated Research and Action Project Integrated ELA/Literacy, ELD, Math, Science, and Visual Arts in Grade Five

When Mr. Hubert's fifth-grade students complained about the mud that had been tracked into the classroom, he asked how they might solve the problem. "Tell people to wipe their feet!" and "Make the people who tracked it in clean it up!" were quickly proposed by several students. Others blurted out problems with those solutions: "That might work, but we've been told to wipe our feet since we were in kindergarten. That obviously doesn't work for some people." "I think that's a good idea, but what if we can't figure out who tracked it in?" and "It's too late then; the carpet's already muddy." Mr. Hubert suggested the students take out their learning journals and complete a quick write about the problem and brainstorm possible solutions. Five minutes later, he asked the students to take turns sharing what they wrote with their table groups and to take notes in their journals while their table mates shared. Afterwards, he suggested they think about the problem during the morning; they would return to it after lunch.

That afternoon, Mr. Hubert gathered the students together and asked them to clearly describe the problem they had identified that morning. When there was consensus from the class about the problem and how to describe it, he recorded this on chart paper. *There is mud on the classroom carpet that is making the room dirty and unpleasant.* He then guided the students to generate questions related to the problem and recorded them on the chart. The list included: *How is the mud getting there? What is the source of the mud? When is the carpet muddy? Is there mud only when it rains, or are there other times? Are sprinklers causing the mud? Is there mud in other classrooms or just ours? How can we keep the carpet mud-free?* These questions helped students identify what they needed to know in order to begin to solve the problem. The growing list generated excitement as students realized that there was research to be done. Some volunteered to check the other classrooms. Some proposed keeping a class log, including photographs, of the mud and weather conditions. Others wanted to talk to the custodial staff about the sprinkling schedule. Several suggested doing a school walk to determine where there was mud on the grounds, and a handful who usually arrived at school early suggested setting up a station to conduct observations of how students who are dropped off in the parking lot make their way to their classrooms.

And so began a project that would take weeks of observation, interviewing, and Internet research; proposal development; communication with various constituencies; and measurements and calculations to construct a new walkway at the site. Based on their research, the students determined that signs asking people to please not walk on the grass, posted years ago on the front lawn, were ineffective. Nearly 100 students and parents (even teachers!) cut across the lawn every day and had worn a pathway that turned to mud every time it rained. This pathway was the source of the mud in their classroom and other classrooms as well. The students explored alternatives to rerouting people to the existing walkways and concluded that constructing a new walkway would be the most effective solution to the problem. They determined the width of the walkway by observing people's walking behavior (in pairs? triads?) and calculated the total area involved; researched the cost, longevity, and problems associated with bark, rock, and concrete walkways; drew plans for a new walkway; and engaged in oral and written communications in which they articulated their argument to site administrators, the parent organization, and district-level administrators.

Snapshot 5.6. Student-Initiated Research and Action Project Integrated ELA/Literacy, ELD, Math, Science, and Visual Arts in Grade Five (cont.)

They also spoke with city personnel about building and accessibility codes. When they were told there were insufficient funds to construct a new walkway, with the permission of the site administrator, the students wrote a letter to the families served by the school, sharing the results of their research, images of the damage to classroom carpets, and a detailed design of the proposed walkway. Mr. Hubert supported students in using general academic and domain-specific vocabulary, as well as language effective for persuading; such as “We should improve our learning environment . . .” and “This is definitely an issue that affects . . .” in their letters and conversations with officials. He also helped them structure their letters cohesively. The students asked the community for donations of materials and labor. The fruits of their efforts were realized when, in early spring, the school and local community, with leadership from several parents who were skilled in construction, poured a new concrete walkway.

Mr. Hubert and his students documented all the project activities and shared images with families at the school’s Open House at the end of the year. The students were proud of their accomplishments and contribution to the school, and Mr. Hubert was pleased with everything they had learned in so many areas of the curriculum.

CA CCSS for ELA/Literacy: R.I.5.4; W.5.1, 2, 7; SL.5.4–6; L.5.1–3, 6

Related CA ELD Standards: ELD.PI.5.1, 3, 10a, 12a, 11a-b; ELD.PII.5.1

Related CA Model School Library Standards:

5-1.2 Formulate appropriate questions

5-3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding

5-4.2 Seek, produce, and share information

Related CA CCSS for Mathematics:

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

5.MD.5 Relate volume to operations of multiplication and addition and solve real-world and mathematical problems involving volume.

Related CA Next Generation Science Standards:

Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Related CA Visual and Performing Arts Content Standards:

Visual Arts 2.3 Demonstrate beginning skill in the manipulation of digital imagery.

Visual Arts 5.1 Use linear perspective to depict geometric objects in space.

Snapshot 5.7. Silent Film Festival About Mars Integrated ELA/Literacy, Visual Arts, and Theatre in Grade Five

Ms. Johnson is launching a unit focusing on *the hero's journey* that integrates the ELA/literacy strands with the arts—one that ensures much student collaboration and therefore plentiful and purposeful language use. Knowing how influential movies are to her students, she begins to show short silent films depicting variations of the hero's journey as a way for students to trace the structural elements of film, as well as understand the concept of the hero's journey. Ms. Johnson takes the opportunity to point out how silent film grew out of American theatre styles like melodrama and vaudeville. After having the students watch George Méliès' *A Trip to the Moon* (1902), and Thomas Edison's *A Trip to Mars* (1910), she asks them to read a short excerpt from the informational text, *Discovering Mars: The Amazing Story of the Red Planet*, by Melvin Berger. She asks her students to keep in mind that just as Méliès and Edison had never been to the moon, humans have never sent someone to Mars and that we have only recently seen pictures of the terrain.

When students are finished reading and discussing the texts, they work in small teams to create a short silent film about traveling to Mars, using classroom tablets. After Ms. Johnson reviews rubrics that specify qualities for successful storyboards and film productions, each team begins brainstorming by mapping out the story structure of their film through a storyboard application, which will guide their production. The teams work together to design characters' costumes and set pieces and to cast the film within their team. The students also have an opportunity to create or identify music they would like to use in the film. After filming and editing the footage together, complete with title screen and credit roll, they share the first draft with Ms. Johnson, who refers to the two rubrics when she meets with each team. The teams then take time to revise, edit, and polish their work. Their work culminates in a "Silent Film Festival" where parents and school staff are invited to come and watch the films the fifth graders have created. The project concludes with the students completing self-evaluations of their individual contributions to the team projects, based on the two rubrics, as well as a reflection of what it was like to work collaboratively as a team. Ms. Johnson reviews all of the evaluations and reflections and provides individual feedback.

As an extension, students script simple dialogue to insert between scenes as title cards for *A Trip to the Moon* or for their own projects.

The students later read Brian Selznick's *The Invention of Hugo Cabret*, in which George Méliès and silent film play special roles.

Resources

Berger, Melvin. 1992. *Discovering Mars: The Amazing Story of the Red Planet*. New York: Scholastic.

Edison, Thomas. 1920. *A Trip to Mars* (film). Available at <https://www.youtube.com/watch?v=np7VlmsSMQM>

Méliès, George. 1902. *A Trip to the Moon* (film). Available at https://www.youtube.com/watch?v=xbGd_240ynk

Selznick, Brian. 2007. *The Invention of Hugo Cabret*. New York: Scholastic.

CA CCSS for ELA/Literacy: RL.5.7, 9; RI.5.7; W.5.3; SL.5.1, 5

Related CA Visual and Performing Arts Content Standards:

Theatre 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

Theatre 2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performance.

Theatre 4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

Snapshot 5.7. Silent Film Festival About Mars Integrated ELA/Literacy, Visual Arts, and Theatre in Grade Five (cont.)

Visual Arts 2.1 Use one-point perspective to create the illusion of space.

Visual Arts 2.2 Create gesture and contour observational drawings.

Visual Arts 2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

Visual Arts 2.6 Use perspective in an original work of art to create a real or imaginary scene.

Visual Arts 2.7 Communicate values, opinions, or personal insights through an original work of art.

Visual Arts 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

21st Century Skills: communication, collaboration, creativity, innovation, problem-solving, media/technology skills, media literacy, responsibility

Snapshot 5.8. Close Reading of the Preamble to the Constitution Integrated ELA/Literacy and History in Grade Five

In Ms. Brouhard's fifth-grade class, students have been studying the founding of the Republic. Students will now focus closely on the Preamble to the Constitution. A close reading of two drafts of the Preamble helps students further develop their ability to compare and contrast arguments and make their own historical interpretations. In answering the lesson focus question, ***What was the purpose of the Preamble?***, students prepare to learn about the rights and responsibilities detailed in the Constitution and the purpose for its structure of government.

After introducing the focus question, *What was the purpose of the Preamble?*, Ms. Brouhard distributes two different copies of the Preamble, one written in August of 1787, and the other, the final, approved by the Framers the following month. Students first read both versions independently, annotating any differences between the two drafts. In pairs, students next discuss any changes they noticed between the first and final draft and then speculate about the reasons for those changes.

The students then complete a guided sentence deconstruction activity, which is designed to help students see how words and phrases are combined to make meaning and convey information. Students sort the text into four categories: (1) prepositional phrases that illustrate time and relationship; (2) nouns and adjectives that show the students the subject of a sentence; (3) action words, such as verbs and adverbs, to highlight the action taking place; and (4) nouns and adjectives that show who or what is receiving the action. Through this close analysis and structured follow-up discussion activity, Ms. Brouhard helps students understand the idea that the people of the United States created a government to protect the personal and national interests of the people not only for themselves but also for future generations.

Snapshot 5.8. Close Reading of the Preamble to the Constitution Integrated ELA/Literacy and History in Grade Five (cont.)

Next, Ms. Brouhard prepares her students for writing and reinforces new learning by providing them with a structured paraphrase practice using the two Preamble drafts and their sentence deconstruction notes.

After substantial analysis of the two Preambles and practice paraphrasing their meaning, students then turn to the focus question, *What was the purpose of the Preamble?* Ms. Brouhard first guides her students through a deconstruction of the question to make sure they all understand the task at hand, and then, using sentence frames, she shows them how to emphasize evidence gleaned from the primary sources in order to formulate their own interpretations.

Resources

Draft Preamble to the United States Constitution, August, 1787. Source: Library of Congress, Rare Book and Special Collections Division, Alfred Whital Stern Collection of Lincolniana. (<http://hdl.loc.gov/loc.rbc/bdsdcc.c01a1>)

Preamble to the United States Constitution, September 17, 1787. Source: Library of Congress, Rare Book and Special Collections Division, Continental Congress & Constitutional Convention BroadSides Collection. (<http://hdl.loc.gov/loc.rbc/bdsdcc.c0801>)

CA CCSS for ELA/Literacy: RI.5.1; W.5.1a, b, d, W.5.8; L.5.6

Related CA History–Social Science Content Standard:

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.

Source

California History–Social Science Project, University of California, Davis. This example is summarized from a full unit, and available for free download, developed as a part of the Teaching Democracy project, a partnership between Cal Humanities (www.calhum.org) and the California History–Social Science Project (CHSSP) (<http://chssp.ucdavis.edu>). Contributors: Jennifer Brouhard, Oakland Unified School District and Tuyen Tran, Ph.D., CHSSP.

English Language Development in Grade Five

In grade five, EL students are rapidly learning English as an additional language, learning deep content knowledge through English, and learning about how English works to make meaning in different ways depending on a variety of factors, including the content area. English language development occurs throughout the day across the disciplines and also during a time specifically designated to help ELs develop advanced levels of English based on their language learning needs. In integrated ELD, fifth-grade teachers use the CA ELD Standards to *augment* the ELA/literacy and all other content instruction they provide.

For example, to help ELs at the Emerging level of English language proficiency to write a story, a teacher might provide substantial support in the form of a graphic organizer that structures the narrative into predictable stages (e.g., orientation, complication, resolution). She gives the students a model story to use as a mentor text and highlights particular language that is expected in stories (e.g., dialogue, prepositional phrases for adding details about

English language development occurs throughout the day across the disciplines and also during a time specifically designated to help ELs develop advanced levels of English based on their language learning needs.

where, when, how, and so forth.). She also provides sentence frames for discussing their ideas for their original stories in pairs or small groups or paragraph frames for writing descriptions of settings or characters in their stories, and she also provides bilingual dictionaries so the students can include precise vocabulary (e.g., to describe characters or settings) and text connectives (e.g., a little while later . . . , all of a sudden . . .) to introduce transitions or plot twists.

Students at the Expanding and Bridging levels of English language proficiency may or may not need this level of linguistic support, depending on their prior experiences, skills, and abilities. However, all students need differing levels of scaffolding depending on the task, the text, and their familiarity with the content and language required to understand and engage in discussion. For example, as they advance along the ELD continuum and write longer and more detailed stories with increasing independence, ELs at the Bridging level of English language proficiency may need substantial scaffolding in attending to register, including an understanding of their audience's expectations for the type of language that should be used in different kinds of stories (mysteries versus folktales, for example). Figure 5.24 presents a section of the CA ELD Standards a teacher might use in planning this type of differentiated instructional support during ELA.

Figure 5.24. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum		
→ Emerging → Expanding → Bridging		
<p>10. Writing a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p>	<p>10. Writing a. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p>	<p>10. Writing a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.</p>

Designated ELD is a protected time during the regular school day when qualified teachers work with EL students grouped by similar English proficiency levels in which the focus of instruction is the critical language students need to develop in order to be successful in school subjects. Designated ELD time is an opportunity to help EL students develop the linguistic resources of English they need to engage with, make meaning from, and create new content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time. However, the content focus is derived from ELA and other areas of the curricula. The main instructional emphases in designated ELD are the following:

- Building students' abilities to engage in a variety of collaborative discussions about content and texts
- Developing students' understanding of and proficiency using the academic vocabulary and various grammatical structures encountered in fifth-grade texts and tasks

- Raising students' language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). This language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language as they learn to wield these language resources. During designated ELD students engage in discussions related to the *content knowledge* they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also *discuss the new language* they are learning to use. For example, students might learn about the grammatical structures of a particular complex text they are using in science or ELA. Alternately the students might directly learn some of the general academic vocabulary from the texts they are reading in ELA or social studies.

During designated ELD students engage in discussions related to the content knowledge they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also discuss the new language they are learning to use.

Since designated ELD builds into and from ELA and other content areas, the focus of instruction in grade five depends on what students are learning and what they are reading and writing throughout the day. As the texts students are asked to read become increasingly dense with academic language, designated ELD may focus more on reading and writing at different points in the year, particularly for students at the Expanding and Bridging levels of English language proficiency.

Fifth graders are preparing to move into secondary schooling. Their instructional program, including designated ELD, should reflect the anticipated linguistic and academic challenges of the secondary curriculum and prepare them for these challenges.

Fifth graders are preparing to move into secondary schooling. Their instructional program, including designated ELD, should reflect the anticipated linguistic and academic challenges of the secondary curriculum and prepare them for these challenges. An intensive focus on language, building into and from content instruction, enhances students' ability to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and builds their content knowledge. Examples of designated ELD aligned to different content areas are provided in the following snapshots as well as in the vignettes that conclude

this grade-level section. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see chapters 1 and 2 of this *ELA/ELD Framework*.

Snapshot 5.9. Connecting Photographs and Cultural Backgrounds Designated ELD Connected to ELA and the Visual Arts in Grade Five

Ms. Avila's class includes many children from diverse backgrounds, including English learners who are recent immigrants from several different countries. She has found an engaging way to foster her students' cultural awareness and appreciation for artistic diversity, all the while building their English language and literacy skills. Each Monday, Ms. Avila provides an integrated ELA/global art mini-lesson by showing the students a photograph of a piece of art (e.g., a painting, sculpture, mask, carving), explaining some important things about it (e.g., what it is made of, its title), and then showing a map of the location where the art was created. She encourages much discussion, and she draws connections between the country or region where the art was produced and the U.S.

For example, one day, the students discuss photographs from the Angkor complex in Cambodia, one of the most important archaeological sites in Southeast Asia. She focuses her students' attention on a 12th century Khmer stone bas-relief (individual figures, groups of figures, or entire scenes cut into stone walls) from Angkor Wat. Many of Ms. Avila's students are Cambodian American, and she wants to foster appreciation and pride among these students in their cultural heritage while also expanding the knowledge and perspectives of other students in the class, who may not know much about their peers' cultural backgrounds. She selected this particular bas-relief because of its intriguing content—a depiction of a battle—which she anticipates will result in much animated discussion.

Next she shows the students a map of Cambodia in the 12th century, at the height of the Khmer Empire, and a current map of the Kingdom of Cambodia. Ms. Avila explains that the Khmer culture has a rich and fascinating history and that in the recent past, many families immigrated from Cambodia to their new home in the U.S. In fact, she explains, many Cambodian families settled right in their own community. Many of Ms. Avila's students enthusiastically volunteer that they are Cambodian too, and that they have seen photographs of the Angkor complex. She acknowledges their cultural expertise and tells the other students that these classmates may know details about the art they will see that will be helpful in their explorations.

Ms. Avila then asks her students to discuss the photographs and maps in their table groups, and after a few minutes, she facilitates a brief whole class discussion, in which students ask questions, express their impressions of the art, and make connections to their personal and cultural experiences. (On another day, the students will create their own *bas-relief* using foam and cast paper.)

During designated ELD, Ms. Avila sometimes builds into and from the content of integrated ELA/art to support her EL students in developing English. When she works with a small group of students at the Emerging level of English language proficiency, using the CA ELD Standards as a guide, she extends the conversation begun earlier in the day and has pairs of students describe several photographs of Khmer stone bas-reliefs. First, however, she asks the students to briefly examine the photographs and brainstorm a list of words they might want to use in their conversations. The students have heard many terms in the integrated ELA/art lesson (e.g., *huge*, *stone*, *bas-relief*, *warriors*), and listening to the students recall them gives her an opportunity to formatively assess some of the language they have *taken up*.

After the students have shared, she writes the words they tell her on a chart, so they can refer to them as they describe the photographs. She also provides them with some additional to take turns describing the photographs, which are projected on the board, and to make their

Snapshot 5.9. Connecting Photographs and Cultural Backgrounds Designated ELD Connected to ELA and the Visual Arts in Grade Five (cont.)

terms, which she briefly explains and then adds to the word bank. She prompts the students to take turns describing the photographs, which are projected on the board, and to make their descriptions as rich as they can. She provides her students with a few sentence frames (e.g., The stone bas-relief shows _____. These (animals/people) are _____.) and explains that they can use these structures if they need them but that they can also describe the art in their own way. She models for the students what she expects to hear as she points to different parts of one photograph (e.g., The stone bas-relief shows a lot of Khmer warriors fighting in a huge battle. These warriors are riding elephants). Ms. Avila listens to the students as they describe the bas-relief scenes, and she provides just-in-time scaffolding to help them expand and enrich their descriptions, using the words they previously generated together.

Afterward, Ms. Avila guides the class in a jointly constructed description of one of the photographs that the class has selected. First, she asks the students to tell her words and phrases that might be useful in writing descriptions of the photographs the students discussed. She then shows the photograph that the class selected and prompts the students to provide a rich description of it, first by briefly turning to a partner and generating ideas, and then by asking students to tell her their ideas. She writes the sentences that the class agrees are richly descriptive using a document camera so that all can see the description as it unfolds; students suggest more precise words, prepositional phrases, or other editing and revising they think is necessary. Finally, she asks the students to work in pairs to select another photograph and write a short description, based on their initial conversations and incorporating some of the language from the jointly constructed description and the word and phrase bank the class generated.

CA ELD Standards (Emerging): ELD.PI.5.1, 6, 10a, 12a; ELD.PII.5.4-7

CA CCSS for ELA/Literacy: SL.4–5.1; W.4–5.4; L.4–5.3; L.4–5.6

Related CA Visual and Performing Arts Content Standards:

Visual Arts 3.2 (Grade 5) Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

Visual Arts 1.1 (Grade 5) Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.

Additional Information

- Stone, Richard. 2009. "Divining Angkor." *National Geographic*. (<http://ngm.nationalgeographic.com/2009/07/angkor/stone-text>)
- Ancient Megastructures: Angkor Wat (National Geographic TV) (<http://natgeotv.com/ca/ancient-megastructures/videos/angkor-wat-how-was-it-built>)

ELA/Literacy and ELD in Action in Grade Five

The research-based implications for ELA/Literacy and ELD instruction were outlined in preceding sections of this chapter and in chapter 2 of this *ELA/ELD Framework*. In the following section, detailed examples illustrate how the principles and practices look in California classrooms. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers might enact the CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of conducting research to build deep knowledge of a topic and writing to convey this growing knowledge. For example, all students in grade five “conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic” (W.5.7) and EL students at the Bridging level “write longer and more detailed literary and informational texts . . . collaboratively . . . and independently using appropriate text organization and growing understanding of register” (ELD. P1.5.10a). In integrated ELA and science, conducting and writing about research involves engaging meaningfully in

Teachers should analyze the texts students will use ahead of time to identify the intellectual challenges and linguistic demands of the texts.

science practices and learning to use English in particular, specialized ways—interpreting information through wide and careful reading on a science topic; discussing different aspects of the topic both informally and more formally; and writing about what has been learned to inform, explain, or persuade.

Accordingly, teachers prepare artfully integrated sequence of lessons that support students to produce oral and written texts that both represent their growing understandings and stretch them to use the specialized language of science. Teachers select texts appropriate for research tasks that are interesting and engaging, and they also provide opportunities for students to select texts, Web-based resources, and other media sources for research projects on their own as these foster a sense of self-efficacy in students and also build their capacity to be self-reliant. In addition to using print texts, students use multimedia resources (e.g., the Internet, digital media, photographs) and interact with one another as they engage in science practices (e.g., developing and using models, planning and carrying out investigations, engaging in argument from evidence).

Teachers should analyze the texts students will use ahead of time to identify the intellectual challenges and linguistic demands of the texts. Teachers consider the ideas from the texts students will discuss, the concepts students need to understand deeply, and the kind of language they wish to observe their students using in oral and written tasks. Teachers plan carefully sequenced tasks in which students develop these understandings and abilities, and they provide many appropriately scaffolded opportunities for students to use academic English meaningfully by interacting with their peers (e.g., in discussions or collaborative writing tasks) before they are asked to produce the language independently. Teachers use and discuss *mentor texts*—the kinds of texts that students should eventually be able to write on their own—so that students have models to emulate. In addition, teachers provide concrete methods for students to read their texts analytically and offer appropriate levels of scaffolding to ensure success.

Teachers use and discuss mentor texts—the kinds of texts that students should eventually be able to write on their own—so that students have models to emulate. In addition, teachers provide concrete methods for students to read their texts analytically and offer appropriate levels of scaffolding to ensure success.

Importantly, for all students and especially ELs, teachers explicitly draw attention to the language—including vocabulary, grammatical structures, text organization and structure—in the informational texts used in the curricular unit. Science informational texts contain an abundance of domain-specific vocabulary (e.g., *photosynthesis, ecosystem, igneous*), as well as general academic vocabulary (e.g., *development, analysis*), and teachers attend to their students’ development of these types of vocabulary. In addition, science texts make use of *nominalization*, which is the process of creating a noun or noun phrase from another part of speech or condensing large amounts of information (e.g., an event or concept) into a noun or noun phrase

(e.g., destroy → destruction, survive → survival, all the things that happen in a science process → the phenomenon of ___). Science texts also tend to contain long noun phrases (e.g., their extremely brittle and delicate bones); these sometimes make the texts challenging for students to comprehend, as it may be difficult for students to identify the boundaries that delineate the noun phrase (Fang, Lamme, and Pringle 2010). All of these ways of using English in science contribute to the informational density of science texts and make them potentially challenging for students to interpret. (For additional information on aspects of academic English, see chapter 2 of this *ELA/ELD Framework* and chapters 4 and 5 of the *CA ELD Standards 2014*, 145–176.)

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this *ELA/ELD Framework*. Lesson planning should anticipate year-end and unit goals, respond to students’ needs, and incorporate the framing questions in figure 5.25.

Figure 5.25. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students’ English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in the preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

Vignette 5.3 presents a portion of an instructional unit and takes a closer look at a lesson during integrated ELA and science instruction where the focus is on *conducting research* and *writing research reports*. The integrated ELA/science vignette is an example of appropriate instruction for all California classrooms; additional suggestions are provided for using the CA CCSS for ELA/Literacy and CA ELD Standards in tandem for EL students.

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five

Background

Mr. Rodriguez's fifth-grade class contains a range of students, including 12 ELs at the Bridging level of English language proficiency and several students who are former ELs in their first and second years of reclassification. The class is in the middle of an integrated ELA and science unit on ecosystems. Mr. Rodriguez began the unit by building students' content knowledge of one local ecosystem (freshwater). He modeled the process of researching the ecosystem to foster conceptual scientific knowledge about ecosystems and develop his students' understandings of how science texts are written. Mr. Rodriguez is preparing his students to conduct their own research on an ecosystem of their choice, write an informational science report, and create a multimedia presentation about the ecosystem they research. Students work in groups to complete their written research reports and companion multimedia assignments. Mr. Rodriguez and his colleagues collaboratively designed this unit to incorporate specific instructional practices that they have found to be particularly helpful for ELs and for students with special needs. The teachers want to make sure that all of their students enter middle school ready to interact meaningfully with complex texts and tasks across the disciplines.

Lesson Context

To develop his students' understandings of ecosystems, Mr. Rodriguez reads multiple complex informational texts about freshwater ecosystems aloud to the class, and the students also read texts on the topic together during whole and small group reading instruction. He explicitly teaches some of the general academic vocabulary words during ELA time and domain-specific words during science instruction. Mr. Rodriguez pays particular attention to developing his students' awareness of cognates and he has posted a cognate word wall in the class alongside the vocabulary wall containing general academic vocabulary (e.g., *despite*, *regulate*, *restore*) and domain-specific vocabulary (e.g., *species*, *predator*, *decomposer*) from the ecosystem unit.

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five (cont.)

During science instruction, students view multimedia and discuss the new concepts they are learning in structured extended discussions with guiding questions. They also engage in science practices, such as observing a freshwater ecosystem, assessing the water quality in the ecosystem, and identifying the connections between poor water quality and the overall health of the ecosystem. The class takes a walking fieldtrip to a local pond to collect data, which they document in their science journals and then discuss and record on a chart when they return to the classroom. They also design and conduct an experiment to investigate which everyday materials can most effectively filter dirty water.

Now that his students have developed some knowledge about freshwater ecosystems, as well as some critical domain-specific vocabulary (e.g., *ecosystem*, *species*, *habitat*, *watershed*) related to the topic, Mr. Rodriguez plans to use some mentor texts to model the kind of writing he wants students to emulate when they write their group research reports. He also uses these mentor texts as a way to demonstrate how to read complex informational texts more closely. The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will collaboratively reconstruct a complex text about ecosystems. They will apply their content knowledge and knowledge of the language of the text type.

CA CCSS for ELA/Literacy: *W.5.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly . . . ; W.5.4 – Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; W.5.7 – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening; L.5.3a – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style . . . L.5.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases . . .*

CA ELD Standards (Bridging): *ELD.PI.5.1 – Contribute to class, group, and partner discussions . . . ; ELD.PI.5.4 – Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support; ELD.PI.5.10a – Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register; ELD.PII.5.4 – Expand noun phrases in an increasing variety of ways . . . ; ELD.PII.5.5 – Expand and enrich sentences with adverbials; ELD.PII.5.6 – Combine clauses in a wide variety of ways; ELD.PII.5.7 – Condense clauses in a variety of ways . . .*

Lesson Excerpts

In today's lesson, Mr. Rodriguez engages his students in a text reconstruction (also known as dictogloss) lesson. The goal, he explains to the class, is for them to learn how to write research reports. The purpose of this text type is to report on information from a variety of sources about a single topic. He reminds his students that they have read—and he has read aloud to them—many texts about ecosystems. He also recalls that they have been learning and

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five (cont.)

using language to discuss ecosystems as they have engaged in various science tasks related to ecosystems. He tells them that the purpose of the lesson is to apply their knowledge of ecosystems and their knowledge of the language used to describe and analyze ecosystems. The steps of today's lesson are written in Mr. Rodriguez's planning notebook as follows.

Text Reconstruction Procedure

1. *Read once:* Teacher reads a short section of the text (no more than 60 seconds) aloud while students **just listen**.
2. *Read twice:* Teacher reads the text a second time while students **listen and take notes** (bullet points with no more than a few words—make sure they know how).
3. *Reconstruct:* Students work with a partner to collaboratively **reconstruct the text** using their notes (lots of discussion should happen here). (If there is time, have the partners work with another set of partners to further refine their reconstructions.)
4. *Check and compare:* Teacher shows the original text to students and invites students to discuss differences or similarities between the original and their texts.
5. *Deconstruct:* Teacher highlights for students a few key language features in the text. (Later, show them how to deconstruct, or unpack, the text even further to reveal more of the **language features and patterns**.)

Mr. Rodriguez explains that when students reconstruct, or rewrite, the short text with their partner, he wants them to try to get as close as they can to recreating the text he read to them.

Mr. Rodriguez: You're not trying to copy me exactly, but the text you reconstruct has to make sense and use the language of information reports on ecosystems. This is one way we're practicing how to write information reports before you write your own.

A portion of the text Mr. Rodriguez reads follows.

Freshwater ecosystems are essential for human survival, providing the majority of people's drinking water. The ecosystems are home to more than 40 percent of the world's fish species. Despite their value and importance, many lakes, rivers, and wetlands around the world are being severely damaged by human activities and are declining at a much faster rate than terrestrial ecosystems. More than 20 percent of the 10,000 known freshwater fish species have become extinct or imperiled in recent decades. Watersheds, which catch precipitation and channel it to streams and lakes, are highly vulnerable to pollution. Programs to protect freshwater habitats include planning, stewardship, education, and regulation. (National Geographic Society n.d.)

Mr. Rodriguez reads the text twice. The first time his students just listen; the second time they take notes. Before today's lesson, he taught his students how to take brief notes, recording key words or phrases as they were reading a text or viewing a video. Today, they are using their notetaking skills in a new way while Mr. Rodriguez reads aloud. Afterwards, they

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five (cont.)

work in pairs to reconstruct the text. Mr. Rodriguez circulates around the room so he can listen to their conversations and provide support where needed. He stops at a table where Sarah and Ahmad are busy reconstructing their text.

- Ahmad: I have *human survival*, *water*, and *40 percent of fish*. I think he said that the freshwater ecosystems, we have to have them for to survive.
- Sarah: Yeah, I think that's right, and it makes sense because we learned about that. But I think there was something more about water. I have *drinking water*, so I think he said that the freshwater ecosystem give us most of our drinking water, so maybe that's *why* we have to have them to survive.
- Ahmad: What should we write? How about, "We have to have the freshwater ecosystem for to survive because they give us most of our drinking water?"
- Sarah: (Nodding.)
- Mr. Rodriguez: Can we take a look at your notes again, Ahmad? Before you said you wrote, *human survival*, and I'm wondering if the two of you can figure out how to use that in your reconstruction.
- Ahmad: (Thinking for a moment.) Can we write, "We have to have the freshwater ecosystem for human survival because they give us most of our drinking water?"
- Mr. Rodriguez: What do you think, Sarah?
- Sarah: Yeah, that sounds right. I think that sounds like what you said, and it sounds more like a science book.
- Mr. Rodriguez: Yes, it does sound more like a science book. But *why* is *human survival* important here?
- Ahmad: (Thinking.) Because we have to have the fresh drinking water so we can survive, so if we say *human survival*, that means the same thing.
- Sarah: And when we say "human," that means all the people in the world, not just us.

Mr. Rodriguez continues to circulate around the room, providing just-in-time scaffolding to students to stretch their thinking and language. Mostly, he asks them to refer to their notes for the words to use and also to make sure the text they reconstruct makes sense based on what they have learned about freshwater ecosystems. He prompts them to use the words and phrases they have in their notes and to use their knowledge of connecting/condensing and expanding/enriching their ideas. When time is up, Mr. Rodriguez asks if any volunteers would like to share their reconstruction with the class. Ahmad and Sarah share their reconstruction, and Mr. Rodriguez recognizes them for using critical terms, such as *human survival* and *freshwater fish species*, as well as some of the math terms (such as, *40 percent* of fish species in the world).

After students have shared their reconstructions, Mr. Rodriguez shows the class the original text and asks them to talk briefly with their partners about similarities and differences. He

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five (cont.)

explains some of the domain-specific and general academic vocabulary and phrasing his students found particularly challenging to reconstruct (e.g., *highly vulnerable to pollution, despite their value and importance*).

Next Steps

The following week, Mr. Rodriguez shows his class how the informational texts they are reading are organized by big ideas. Mr. Rodriguez writes the big ideas of one book on chart paper as headings (e.g., geographical characteristics; food webs—producers, consumers, secondary consumers; natural factors—climate, seasons, and natural disasters; human impact—pollution, overfishing) and writes some of the details beneath them. Looking at how the mentor texts are organized helps the students see how they can create categories to guide their research and structure their writing. Mr. Rodriguez facilitates a class discussion and guides the students to create an outline they will use to conduct their own research projects and write information reports. The class decides on the following outline, using their own words to describe the stages and phases in the text:

Stages and phases	Information Report Outline
Stage 1	<p><i>General statements:</i></p> <ul style="list-style-type: none"> • Tell/define what ecosystems are • Identify what ecosystem this one is
Stage 2 Phases (subtopics)	<p><i>Description of the ecosystem:</i></p> <ul style="list-style-type: none"> • Describe the geography of the ecosystem • Describe what lives there and the food web • Describe the natural factors that harm the ecosystem • Describe what people have done to affect the ecosystem • Describe ways that people can fix the damage they have caused
Stage 3	<p><i>Conclusion:</i> Restate the gist of the report's findings and conclude with a general statement.</p>

Once the reports are complete, they are posted around the room for other students to read, and students present their multimedia projects to classmates as well as to a first-grade class they have been reading aloud to all year. Mr. Rodriguez evaluates the informational reports using a rubric his district has provided based on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the Next Generation Science Standards.

As they engaged in learning about the freshwater ecosystem, assessed the water quality in the local pond they visited, and learned about the consequences of unhealthy ecosystems, the students had many lively discussions about what kinds of changes they could make to help protect the ecosystem. Mr. Rodriguez brings in examples of letters to the editor that other students have written over the years on various topics. He guides his students in determining how an effective letter to the editor is constructed, including taking a stance that would be likely to give a writer greater credibility. The students also discuss the types of language

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five (cont.)

resources and evidence they might want to select if they were to write their own letters to the editor of the local newspaper. They unanimously vote to work in small groups to write letters that identify different negative consequences of unhealthy freshwater ecosystems (e.g., fish asphyxiation, dirty water unfit for consumption, habitat depletion), choosing their writing groups based on interest. After exchanging the letters between groups for peer feedback based on a rubric for letters to the editor letters and a list of academic vocabulary used in the lesson, teams write final drafts. The students keep individual copies of the rubrics and final drafts in their writing portfolios to document growth over time. Each group's short letter is published within a few weeks, and the class is featured on the local news.

Resources

National Geographic Society. n.d. "Freshwater Threats." *National Geographic*.

Sources

Lesson adapted from

Spycher, Pamela, and Karin Linn-Nieves. 2014. "Reconstructing, Deconstructing, and Constructing Complex Texts." In *The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K-5*, edited by Pam Spycher. Alexandria, Virginia: TESOL Press.

Swain, Merrill. 1998. "Focus on Form Through Conscious Reflection." In *Focus on Form in Classroom Second Language Acquisition*, edited by Catherine Doughty and Jessica Williams, 64-81. New York, NH: Cambridge University Press.

Wajnryb, Ruth. 1990. *Grammar Dictation*. Oxford: Oxford University Press.

Additional Information

Web sites

- The Public Broadcasting System (<http://www.pbs.org>) has more ideas for teaching about ecosystems (<http://www.pbslearningmedia.org/>).
- Achieve the Core (www.achievethecore.org) has student work samples (<http://achievethecore.org/page/504/common-core-informative-explanatory-writing>) and ideas on evaluating student writing.

Recommended reading

Derewianka, Beverly, and Pauline Jones. 2012. *Teaching Language in Context*. South Melbourne, Victoria: Oxford University Press.

Brisk, Maria E., Tracy Hodgson-Drysdale, and Cheryl O'Connor. 2011. "A Study of a Collaborative Instructional Project Informed by Systemic Functional Linguistics: Report Writing in the Elementary Grades." *Journal of Education* 191 (1): 1-12. (<http://www.bu.edu/journalofeducation/files/2011/11/BUJOE-191.1.Brisketal.pdf>).

Designated ELD Vignette

The example in vignette 5.3 illustrates good teaching for all students with particular attention to the learning needs of EL students. English learners additionally benefit from intentional and purposeful designated ELD instruction that *builds into and from* content instruction. Vignette 5.4 presents a designated ELD lesson that builds into and from the integrated ELA/science lesson in order to support EL students in their steady development of academic English. This vignette helps students write cohesive texts by using transitional words and phrases and examine how writers achieve cohesion by using a variety of language resources (e.g., pronouns, nominalization) to refer backward and forward in a text.

Vignette 5.4. Learning About Cohesion in Science Designated ELD Instruction in Grade Five

Background

During designated ELD, Mr. Rodriguez delves deeper into the language of the texts the class is using for their ecosystems research projects. (See vignette 5.3). He and his colleagues are all teaching the same integrated ELA and science unit in their fifth-grade classroom. This makes it possible to share students when they regroup for designated ELD and provide instruction that builds into and from science and ELA, targeting their students' particular language learning needs. For his ELD class, Mr. Rodriguez works with a large group of EL fifth graders who are at the Bridging level of English language proficiency while one of his colleagues works with a small group of students at the Emerging level who are new to English, and a third teaches the native English speaking students and reclassified ELs.

Lesson Context

In integrated ELA and science instruction, Mr. Rodriguez has focused on text structure and organization and has taught his students general academic and domain-specific vocabulary pertaining to the ecosystem unit. He has also worked with his students, particularly during writing instruction, on structuring their sentences and paragraphs in more grammatically complex ways, according to the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Even so, he observes that some EL students at the Bridging level of English language proficiency experience challenges reading some of the complex science texts. He also observes that when they write, their texts are sometimes choppy and lack cohesion. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will discuss ways of using language that help create cohesion, including connecting and transition words and words for referring to ideas mentioned elsewhere in the text.

CA ELD Standards (Bridging): *ELD.PI.5.6a* – Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support; *ELD.PII.5.2a* – Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts; *ELD.PII.5.2b* – Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however) to comprehending texts and writing cohesive texts.

Lesson Excerpts

Today, Mr. Rodriguez is teaching his students how to identify words and phrases that help create cohesion, that is, help texts *hang together* or *flow*.

Mr. Rodriguez: Today, we're going to discuss some of the ways that writers help guide their readers through a text. They use different words and phrases to make sure that their texts *hang together* and *flow*. These words help to link ideas throughout a text, and they help the reader *track* the meanings throughout the text. We call this way of using language *cohesion*.

Mr. Rodriguez writes the word *cohesion* on a chart, along with a brief explanation, which he says aloud as he writes:

Vignette 5.4. Learning About Cohesion in Science Designated ELD Instruction in Grade Five (cont.)

Cohesion:

- How information and ideas are connected in a text
- How a text hangs together and flows

Mr. Rodriguez: Sometimes, it might be hard to identify the language that creates cohesion in a text, so we're going to discuss it. We're going to dig into some passages you've been reading in science and take a look at how writers use language so that it will be easier for you to see it in the texts you're reading for your research reports. Once you start to see the many different ways that writers create cohesion in their writing, you'll have some more ideas for how you can do that when you write your own ecosystem informational reports.

Using his document camera, Mr. Rodriguez displays a short passage from a familiar text the students have been reading in science. The text is quite challenging, and Mr. Rodriguez has spent a fair amount of instructional time on the language and content of the text, including showing the students where *nominalization* occurs (e.g., *modification*, *flood protection*, *water diversions*) and teaching them the meaning of some of these words. Mr. Rodriguez models, by thinking aloud and highlighting the text, how he identifies the language in the text used to create cohesion. The passage he shows them follows.

Wetlands perform many important roles as an ecosystem. One is to provide an important habitat for birds, fish, and other wildlife. Another is to contribute to flood protection by holding water like a sponge. By doing this, they keep river levels normal and filter the water. However, California's wetlands are in danger, and their ability to perform these important roles is threatened. Unfortunately, they continue to be drained for agriculture or filled for development. Other activities that harm them include modifications to the watershed such as dams or water diversions, not to mention climate change. Consequently, California has lost more than 90% of its wetlands, and today, many of the ones remaining are threatened. (California Environmental Protection Agency 2014)

Mr. Rodriguez highlights the terms that may be more familiar and transparent to students: *however*, *unfortunately*, *consequently*. He briefly explains the meaning of these words, noting that such *text connectives* are very useful for helping readers navigate through texts. He then delves more deeply into the language in the passage that serves a cohesive function by explaining that *however* is signaling to the reader that something different is going to be presented and that it will contrast with what came right before it. He models his understanding of the text by reading the rest of the sentence and then reading from the beginning of the passage, paying particular attention to the connecting word, *however*.

Mr. Rodriguez: *However, California's wetlands are in danger, and their ability to perform these important roles is threatened.* Hmm . . . I know that what it's saying here is contrasting with what came right before it. In the beginning, it was discussing all the great things that ecosystems do, or the important roles they have. Then, it says that they are having a hard time doing these things. So the word *however* links the ideas that came right before it with the new information.

Vignette 5.4. Learning About Cohesion in Science Designated ELD Instruction in Grade Five (cont.)

When he comes to the word *unfortunately*, he explains that this word signals to readers that something negative is going to be presented, and he confirms this by reading on. When he comes to the word *consequently*, he asks his students to briefly discuss with one another what they think the word is doing to help connect ideas in the text.

Ernesto: I think that when you use the word *consequently*, you're saying that something is happening because something else happened. Like, *consequently* means *it's a result*.

Mr. Rodriguez: Can you say more about that? What ideas is the word *consequently* connecting in this text?

Ernesto: (Thinks for a moment, then points to the document displayed on the screen) Right there, where it says "they continue to be drained" and "other human activities" . . . like, modif . . . modifications and dams.

Talia: And climate change. That does it, too.

Mr. Rodriguez: So, what you're saying is that the word *consequently* is linking those activities, those terms—*draining for agriculture, filling in the wetlands, making dams or water diversions, and climate change*—it's linking those activities with . . . ? Turn to your partner and discuss what ideas the word *consequently* is connecting.

The students grapple with this question, but through the scaffolding Mr. Rodriguez has provided, they determine that the word *consequently* connects harmful human activities to the loss of and threat to wetlands. Mr. Rodriguez continues to model how he identifies the other language in the text that creates cohesion, including pronouns that refer back to nouns (e.g., *they, their*) and other *referring* words that may not be as obvious. For example, he explains that the words *one* and *another* refer to the word *roles*, which appears in the first sentence. He highlights other referring words and the words they refer back to, and he draws arrows between them to make the reference clear. After modeling one or two examples, he asks students to tell him what the words are referring to, and he marks up the text with additional arrows so they can see clearly what is being referenced. The passage he shows, along with the language he highlights while modeling his thinking process, follows.

Wetlands perform many important roles as an ecosystem. **One** is to provide an important habitat for birds, fish, and other wildlife. **Another** is to contribute to flood protection by holding water like a sponge. By doing **this**, **they** keep river levels normal and filter the water. **However**, California's wetlands are in danger, and **their** ability to perform **these important roles** is threatened. **Unfortunately**, **they** continue to be drained for agriculture or filled for development. Other activities that harm **them** include modifications to the watershed such as dams or water diversions, not to mention climate change. **Consequently**, California has lost more than 90% of its wetlands, and today, many of **the ones** remaining are threatened. (California Environmental Protection Agency 2014)

After Mr. Rodriguez has modeled this process, he provides students with similar passages, and asks them to work in pairs to locate any words that create cohesion by following the same

Vignette 5.4. Learning About Cohesion in Science Designated ELD Instruction in Grade Five (cont.)

process he shared with them. At the end of the lesson, he asks students to share what they found and explain how the words they highlighted create cohesion in the text by linking ideas and information. As the class generates a list of words that help the text hang together, Mr. Rodriguez writes them down on a piece of chart paper for all to see. Later that week, the students will work in small groups to categorize one form of cohesive language, text connectives. The chart will be posted so that the students can draw upon the words and phrases when they write their research reports. Mr. Rodriguez chooses the categories, but the students decide where the words go (with his guidance), and they agree on a title for the chart, which follows.

Language to Connect Ideas (Cohesion)		
Adding	Contrasting	Sequencing
in addition furthermore similarly also	however despite this instead otherwise unfortunately	to start with to summarize in conclusion finally
Cause/Result	Time	Clarifying
therefore consequently because of this in that case	next meanwhile until now later	that is in other words for example for instance
Words for referring back to people or things: they, their, it, them, this, these, those, one, another, the ones		

Teacher Reflection and Next Steps

After teaching these lessons on cohesion, Mr. Rodriguez observes that many of his students begin to use these language resources in their writing. For example, instead of repeating the word *ecosystems* in each sentence (e.g., Ecosystems are . . . , Ecosystems have . . . , Ecosystems can . . .), they use pronouns to refer back to the first usage of the word. Similarly, many of his students begin to experiment with the connecting words listed on the chart that the students generated during ELD. He also notices that his students are becoming more aware of this type of language they encounter while reading. Throughout the day, he responds enthusiastically when students tell him when they find other examples of cohesion.

Resources

Adapted from

California Environmental Protection Agency. 2014. "California Wetlands." *California Water Quality Monitoring Council*. (http://www.mywaterquality.ca.gov/eco_health/wetlands)

Additional Information

- National Geographic (www.nationalgeographic.com) has many resources for teachers on ecosystems, including freshwater ecosystems (<http://environment.nationalgeographic.com/environment/freshwater/>).

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of the ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this evaluation of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9 of this *ELA/ELD Framework*. Importantly, students will not receive the excellent education called for in this framework without genuine collaborations among those responsible for educating California's children and youth. (See figure 5.26.)

Fifth grade students approach texts with newly honed nuance and critical stances. They begin the journey toward voicing their views in light of multiple perspectives and sophisticated textual evidence. They dig deep into history, science, the arts, and more using their speaking and writing skills to express their new learnings. For many, middle school looms, and independence beckons. May they take the solid literacy foundation of their elementary years and use it to propel themselves to new discoveries in literature and content and ever deeper thinking and empathy.

Figure 5.26. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they regularly collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

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Content and Pedagogy: Grades Six Through Eight

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Overview of the Span

During their middle years students undergo some of the most striking transformations in human development. These transformations occur in the development of brain and cognitive functioning, physical and hormonal growth, and psychological and social awareness. As children enter puberty a spurt in brain growth occurs after which the brain undergoes a process of consolidation (pruning and myelination) that continues throughout adolescence. Tied to this growth and consolidation is an increase in the ability to think abstractly, solve problems, and consider multiple perspectives; however, these increases do not proceed at a uniform pace for all adolescents or even within individuals. This uneven growth is also true of physical and sexual development as young adolescents mature along different timelines, often marked by differences between boys and girls. Body consciousness and increased social awareness can make for awkward moments for students in grades six through eight as they work to establish their own sense of themselves as individuals and within peer groups (NIMH 2011; Alexander and Fox 2011).

The turbulence of the middle years can challenge both educators and families. Middle grades educators encounter students who are highly changeable—happy one moment and sad the next, easily embarrassed, often distractible, and sensitive to criticism.

The turbulence of the middle years can challenge both educators and families. Middle grades educators encounter students who are highly changeable—happy one moment and sad the next, easily embarrassed, often distractible, and sensitive to criticism. At this age students crave social affiliation while still wanting adult guidance and approval. Adults who are successful in connecting with young adolescents are perceived as caring; they capture students' interests and help students pay attention by "tapping into this warehouse of emotions" (CDE 2010). Successful educators use their enthusiasm to challenge young adolescents' increasing capacity to learn new information, perceive new connections and perspectives, and experience the pleasure of creating new knowledge. Young adolescents' quest for autonomy, relevance, meaning, and competence begins in earnest during these years, and motivation and engagement become critical factors in students' school success. Educators help students harness their abilities to focus, offering repeated opportunities to practice while also providing novel ways to learn and promoting positive peer relationships (CDE 2010). Importantly, as students in the middle school years explore the various layers of their identities, the adults around them exude acceptance, understanding, and validation

Importantly, as students in the middle school years explore the various layers of their identities, the adults around them exude acceptance, understanding, and validation of who they are as individuals and as members of various cultural, linguistic, religious, and many other types of groups.

of who they are as individuals and as members of various cultural, linguistic, religious, and many other types of groups. See chapter 9 on access and equity for some of the groups with which young adolescents may identify.

The school setting may represent a change for some students as they enter a middle school organized by departments and experience days divided by different periods and multiple teachers. Expectations for personal responsibility and academic performance increase at these grades as student

*Middle school students' expanding cognitive abilities position them to make big strides in acquiring the second goal—attaining the **capacities of literate individuals** (demonstrating independence; building strong content knowledge; responding to varying demands of audience, task, purpose, and discipline; comprehending as well as critiquing; valuing evidence; using technology and digital media strategically and capably; and coming to understand other perspectives and cultures).*

begin their transition into the world of secondary schooling. For students who are new to the American schooling system, including ELs who immigrate to the U.S. just prior to or during the middle school years, differences in language, culture, race and ethnicity, religion, and prior schooling experiences may both complicate and amplify these already complex transitions.

The overarching ELA/literacy and ELD goal, developing the **readiness for college, careers, and civic life**, takes on new meaning as educators help young adolescents start to connect their learning to their future adult lives. Middle school students' expanding cognitive abilities position them to make big strides in acquiring the second goal—attaining the **capacities of literate individuals**

(demonstrating independence; building strong

content knowledge; responding to varying demands of audience, task, purpose, and discipline; comprehending as well as critiquing; valuing evidence; using technology and digital media strategically and capably; and coming to understand other perspectives and cultures). Their interactions with a growing body of literary and informational texts and performances help students move towards the goal of becoming **broadly literate**. So too do students' interactions with a range of technology and digital media, instructional modes (including inquiry-based, collaborative, and direct), and global cultures and perspectives prepare them for the goal of successfully navigating life in the **21st century**. (See the introduction to this *ELA/ELD Framework* and chapter 2 for discussions of these goals.)

The CA CCSS for ELA/Literacy for grades six through eight represent a big leap for students as they move from the elementary grades to the middle grades. Moving beyond details and examples, students now are expected to cite textual evidence to support their analysis of what the text states explicitly and what they infer from it. Argument is introduced at grade six, and students are expected to go beyond stating reasons and evidence by tracing and evaluating arguments and claims in texts and writing their own arguments, rather than opinions, to support claims with clear reasons and relevant evidence. The CA ELD Standards also introduce argument at grades six through eight, echoing the growing sophistication of the thinking expected at this level. These expectations exist across the many disciplines that students study; new to grades six through eight are specific literacy standards in history/social studies, science,

Argument is introduced at grade six, and students are expected to go beyond stating reasons and evidence by tracing and evaluating arguments and claims in texts and writing their own arguments, rather than opinions, to support claims with clear reasons and relevant evidence.

and technical subjects for the strands of reading and writing. Not only do students engage in careful analyses of texts in English language arts, they do so in history/social studies, science, mathematics, arts, world language, and physical education as well. Students write to argue, explain, and inform in all areas of the curricula.

Teachers at these grades are guided by standards for reading, writing, speaking, listening, and language that make clear what students are to know and do; English language arts teachers are guided by the CA CCSS for ELA, while teachers in all other disciplines are guided by the CA CCSS for Literacy. All teachers with EL students in their classrooms use the CA ELD Standards to determine how to support their ELs in achieving the CA CCSS for ELA/Literacy and the content standards specific to each discipline. The CA ELD Standards guide teachers to support their EL students to fully engage with the academic grade-level curricula that the CA CCSS for ELA/Literacy and other content standards call for while developing English in an *accelerated time frame*.

In elementary school, the various disciplines are most often taught by one teacher, and students most often spent their days in one classroom. In middle school, students most often learn in a variety of classrooms with a variety of teachers—teachers who in this grade span more than ever before need to work together to ensure that the experience of each student is sufficiently coordinated and articulated to accomplish the overarching goals of ELA/literacy and ELD. Teacher collaboration to plan curriculum, assess student progress, develop schedules, examine instruction, and adjust lessons according to student needs is critical. As noted in the introduction of the CA CCSS for ELA/Literacy, the Standards “insist that instruction in reading, writing, speaking, listening,¹ and language be a shared responsibility within the school” (CDE 2013, 3). This obligation extends to all students, including ELs, students with disabilities, and students who experience reading difficulties.

Students in this span expand on their ability to analyze ideas, literary elements, and connections in what they read, hear, and/or view, while incorporating these skills into their own writing and presentations. They write and present in different genres, including arguments supported by evidence, informative/explanatory texts with clear organization, and well-structured narratives exhibiting effective literary techniques.

All students in grades six through eight are expected to comprehend literary works and informational and technical materials of increasing length and complexity, basing their analyses and inferences on explicit and relevant evidence from the texts. Students in this span expand on their ability to analyze ideas, literary elements, and connections in what they read, hear, and/or view, while incorporating these skills into their own writing and presentations. They write and present in different genres, including arguments supported by evidence, informative/explanatory texts with clear organization, and well-structured narratives exhibiting effective literary techniques. Their research projects draw on numerous sources, incorporating multimedia in both the information gathering and production phases, and are often conducted across multiple disciplines.

In middle school, students most often learn in a variety of classrooms with a variety of teachers—teachers who in this grade span more than ever before need to work together to ensure that the experience of each student is sufficiently coordinated and articulated to accomplish the overarching goals of ELA/literacy and ELD.

¹ As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include deaf and hard of hearing students using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

Middle school students engage in collaborative discussions while considering ideas and information expressed by others. As they evaluate the impact of author's choices, their appreciation for uses of language becomes more sophisticated, including understanding of concepts such as tone, analogy, allusion, dramatic irony, and connotative meanings. Students also learn to analyze authors' reasoning and use of text features. Their control of conventions of standard English grows more sophisticated, as does their awareness and proficiency in a range of academic registers in a variety of disciplines.

All students benefit from knowing more than one language, and middle school is an optimal time to begin or continue the development of multilingualism. This is recognized by the establishment of the State Seal of Bilingualism.

Students who are ELs engage in all of these academic activities at the same time they are learning English as an additional language, and some students may be simultaneously developing literacy and academic skills in languages other than English. It is important to note that, even as students learn English as an additional language, California values the primary languages of its students and encourages continued development of those languages. All students benefit from knowing more than one language, and middle school is an optimal time to begin or continue the development of multilingualism. This is recognized by the establishment of the State Seal of Bilingualism. (See the introduction to this *ELA/ELD Framework*.)

In addition, and as discussed in chapters 2 and 9, California takes an *additive* stance to language development for all students. This framework views the “non-standard” dialects of English (such as African American English or Chicana/Chicano English) that linguistically and culturally diverse students may bring to school from their homes and communities as valuable assets, resources in their own right and solid foundations to be built upon for developing academic English.

California's diverse population includes students with disabilities. These students also participate in the rigorous ELA/literacy curriculum. Expectations are high, but accompanying high expectations are appropriate instruction (including collaborations among specialists, teachers, and families) and supports and accommodations that allow for students' achievement of the skills and knowledge called for by the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards.

This chapter provides guidance for supporting the achievement of all students in grades six through eight of the CA CCSS for ELA/Literacy and, additionally for ELs, the CA ELD Standards. It begins with a brief discussion of the importance of the integrated and interdisciplinary nature of the language arts. It then highlights key themes in English language arts and in literacy across the disciplines, including selected instructional practices; ways to support students strategically, including those with disabilities or reading difficulties; and appropriate ELD instruction. Grade-level sections provide additional guidance for grades six, seven, and eight.

An Integrated and Interdisciplinary Approach

The CA CCSS for ELA/Literacy and the CA ELD Standards recognize the role that complex skills in literacy and language analysis and applications play across the curricula. The language arts are used in all content areas to acquire knowledge and inquiry skills (through reading, listening, viewing, and conversing) as well as convey knowledge in a variety of modes (writing, speaking, and incorporating multimedia). Although presented separately in the CA CCSS for ELA/Literacy, the strands of Reading, Writing, Speaking and Listening, and Language are learned and used by students in an interrelated fashion. This relationship is made even more visible by the focus on literacy across the content areas in grades six through eight.

This integrated and interdisciplinary approach holds special promise for students in the middle grades. Curricula that are challenging, exploratory, integrative, and relevant is identified as an essential

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characteristic of effective middle grades schools (Association for Middle Level Education 2010). So too are organizational structures, such as collaboration among teachers and flexible scheduling, that foster purposeful learning and meaningful relationships. Teachers in these settings plan and teach in small interdisciplinary teams and share common planning time; flexible schedules permit longer and shorter blocks of time that allow for a range of instructional practices, including inquiry-based projects, service learning activities, experimentation in science, and more (McEwin and Greene 2011). The integrated and interdisciplinary approach calls for the very type of 21st century learning that engages active and passionate middle grades students—learning that fosters creativity, collaboration, communication, and critical thinking, is globally focused, and utilizes technology in meaningful

ways. (See chapter 10 in this *ELA/ELD Framework* for more on learning in the 21st century.)

The reciprocal relationship between the language arts and content learning is made explicit in the CA CCSS for ELA/Literacy as discussed in the preceding section. Indeed, literacy expectations are found throughout all of California's subject matter content standards as shown in the examples below from a variety of California content areas in grades six through eight.

- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (California Middle School Next Generation Science Standard, MS-LS2-4)
- Describe situations in which opposite quantities combine to make 0. For example, *a hydrogen atom has 0 charge because its two constituents are oppositely charged*. (California Grade Seven CCSS for Mathematics Standard 7.NS.2a)
- Explain the significance of Greek mythology to everyday life and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*. (California Grade Six History–Social Science Content Standard 6.4.4)
- Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants). (California Grade Eight Visual and Performing Arts Dance Content Standard 3.2)
- Practice effective communication skills to prevent and avoid risky situations. (California Grade Six Health Education Standard 4.1.S)

Similarly, the components of the CA ELD Standards—"Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Literacy Skills"—are integrated throughout the curriculum in classrooms with ELs, rather than being addressed exclusively during designated ELD time. Snapshots and longer vignettes presented in the grade-level sections of this chapter illustrate how the CA CCSS for ELA/Literacy strands, the CA ELD Standards, and content-area instruction can be integrated to create an intellectually-rich and engaging literacy program. This integration of the development of English as an additional language in ELA and all academic content courses also necessitates collaboration among ELD and content area instructors. Given these interrelationships, all teachers become teachers of language—the language needed to understand, engage with, and communicate about written texts, digital formats, and oral discourse in each discipline.

Key Themes of ELA/Literacy and ELD Instruction

This section discusses each of the five themes of California’s ELA/literacy and ELD instruction described in the introduction to this framework and chapters 1 and 2 as they pertain to grades six through eight (see figure 6.1): **Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills**. Impacting each of these for ELs is learning English as an additional language, and impacting all students is the context in which learning occurs. Displayed in the white field of the figure are the characteristics of the context for instruction called for by this *ELA/ELD Framework*. Highlighted in figure 6.2 is research on **motivation and engagement**, discussed in chapter 2 of this framework. Teachers in the grade span recognize their critical role in ensuring children’s initial steps on the exciting pathway toward ultimately achieving the overarching goals of ELA/literacy and ELD instruction (displayed in the outer ring of figure 6.1): students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century.

Figure 6.1. Circles of Implementation of ELA/Literacy and ELD Instruction

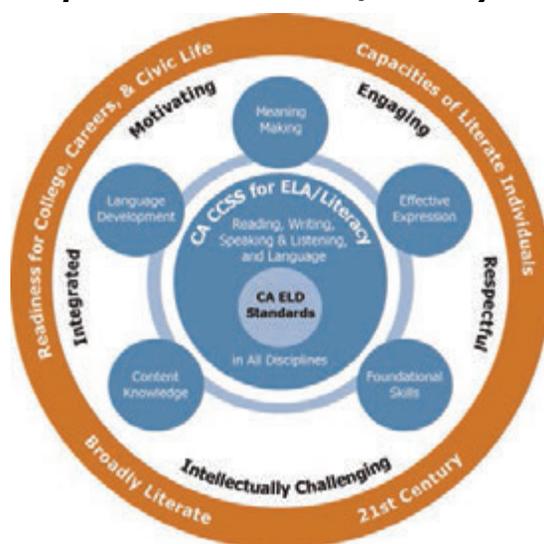


Figure 6.2. Motivation and Engagement

Educators should keep issues of motivation and engagement at the forefront of their work to assist students in achieving the CA CCSS for ELA/Literacy and the CA ELD Standards. The panel report *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (Kamil, and others 2008) makes clear the importance of addressing motivation and engagement throughout the grades and recommends the following practices in classrooms with adolescents:

1. Establish meaningful and engaging content-learning goals around the essential ideas of a discipline as well as the specific learning processes students use to access those ideas.
 - Monitor students’ progress over time as they read for comprehension and develop more control over their thinking processes relevant to the discipline.
 - Provide explicit feedback to students about their progress.
 - Set learning goals. When students set their own goals, they are more apt to fully engage in the activities required to achieve them.

2. Provide a positive learning environment that promotes students' autonomy in learning.
 - Allow students some choice of complementary books and types of reading and writing activities.
 - Empower students to make decisions about topic, forms of communication, and selections of materials.
3. Make literacy experiences more relevant to students' interests, everyday life, or important current events (Guthrie, and others 1999).
 - Look for opportunities to bridge the activities outside and inside the classroom.
 - Find out what your students think is relevant and why, and then use that information to design instruction and learning opportunities that will be more relevant to students.
 - Consider constructing an integrated approach to instruction that ties a rich conceptual theme to a real-world application.
4. Build in certain instructional conditions, such as student goal setting, self-directed learning, and collaborative learning, to increase reading engagement and conceptual learning for students (Guthrie, and others, 1999; Guthrie, Wigfield, and VonSecker 2000).
 - Make connections between disciplines, such as science and language arts, taught through conceptual themes.
 - Make connections among strategies for learning, such as searching, comprehending, interpreting, composing, and teaching content knowledge.
 - Make connections among classroom activities that support motivation and social and cognitive development.

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers' and the broader school community's open recognition that students' primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and also to draw on to build proficiency in English and in all school learning (de Jong and Harper 2010; Lindholm-Leary and Genesee 2010). Teachers are encouraged to do the following:

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Get to know students' cultural and linguistic backgrounds and how individual students interact with their primary/home language and home cultures.
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum.
- Use texts that accurately and respectfully reflect students' cultural, linguistic, and social backgrounds so that students see themselves in the curriculum.
- Continuously expand their understandings of culture and language so as not to oversimplify approaches to culturally and linguistically responsive pedagogy. (For guidance on implementing culturally and linguistically responsive teaching, see chapters 2 and 9 in this *ELA/ELD Framework*.)

To improve adolescent literacy, the Institute of Education Sciences (IES) Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (Kamil, and others 2008), offers five research-based recommendations:

- Provide direct and explicit comprehension strategy instruction
- Provide explicit vocabulary instruction
- Provide opportunities for extended discussion of text meaning and interpretation
- Increase motivation and engagement in literacy learning
- Make available intensive individualized interventions for struggling readers taught by qualified specialists

These recommendations echo, in part, the themes and contexts of the CA CCSS for ELA/Literacy and the CA ELD Standards and will be addressed in the discussions that follow.

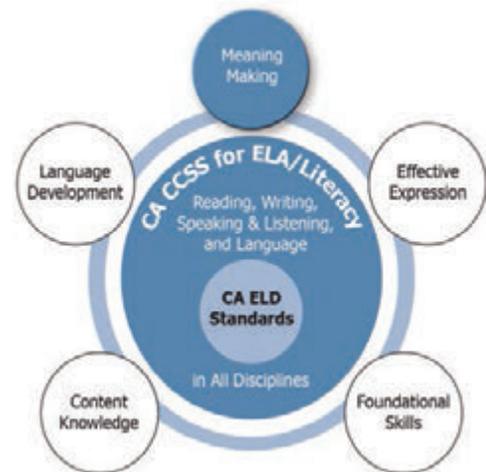
Meaning Making

Meaning making is central in each of the strands of the CA CCSS for ELA/Literacy in grades six through eight. Reading standards for literature and informational text in English language arts, as well as reading standards for literacy in history/social studies, science, and technical subjects, require students to understand ideas and information from a range of types of texts and media formats that are increasingly complex. Writing standards require students to convey meaningful content as they use evidence from texts they have read to present an argument, explain, and persuade. Speaking and listening standards require students to share ideas and thoughts with one another in text-based discussions, and language standards require students to both clarify and interpret nuances of the meaning of words they read. As students engage with specific subject area disciplines, they are expected to learn from what they read as texts become increasingly complex and academic. In other words, as in all prior grades, meaning making is central and cuts across the strands of standards.

Meaning making is also emphasized in the CA ELD Standards, particularly in the standards for the Interpretive mode in Part I: “Interacting in Meaningful Ways.” These standards focus on active listening, close reading, critical viewing, and evaluation and analysis of writers’ and speakers’ language use for specific purposes. The standards in Part II: “Learning About How English Works” build students’ awareness and understanding of the discourse patterns, grammatical structures, and vocabulary of the English language necessary for understanding complex academic texts.

Reading standards for literature and informational text in English language arts, as well as reading standards for literacy in history/social studies, science, and technical subjects, require students to understand ideas and information from a range of types of texts and media formats that are increasingly complex.

By the end of grade five, students learned to quote accurately from a text when explaining what it says explicitly and when drawing inferences (RL/RI.5.1), as well as to determine a theme or two or more main ideas and summarize the text (RL/RI.5.2) and draw on specific details to compare and contrast characters or events and explain relationships between two or more individuals or events (RL/RI.5.3). They learned to make sense of figurative language, such as metaphors and similes, and determine the meaning of general academic and domain-specific words (RL/RI.5.4),



compare and contrast the overall structure of two or more texts (RI.5.5), and analyze different points of view and accounts of the same event or topic (RI.5.6). By the end of grade five, students learned to analyze how visual and multimedia elements contribute to meaning, tone or beauty of a text (RL.5.7), and they learned to draw on information from multiple print or digital sources to locate an answer or solve a problem (RI.5.7). They can explain how an author uses evidence to support points in a text (RI.5.8), compare and contrast texts in the same genre with similar themes or on the same topic (RL.5.9), and integrate information from different texts (RI.5.9). By the end of grade five, they read independently and proficiently texts at the high end of the grades four through five text complexity band. They also learned to share meaning through writing, communicating opinions, information, and stories with others (W.5.1–3) and through discussions and presentations (SL.5.1–6). And, they learned about oral and written language conventions in order to more clearly convey meaning (L.5.1–6).

New to grades six through eight in the Reading strand, significantly more rigorous concepts of evidence, argumentation, and integration and analysis of multiple sources and perspectives emerge in meaning making. The following list alternates between standards for English language arts (ELA) and literacy in history/social studies, science, and technical subjects (HST). These are interspersed to highlight the connections between ELA and HST, as well as their distinctions.

- In ELA, citing textual evidence to support analysis of text (RL/RI.6.1) exercising increasing sophistication by citing multiple pieces of evidence (RL/RI.7.1) and identifying the evidence that most strongly supports an analysis of text (RL/RI.8.1)
- In H/SS, citing textual evidence to support analysis of primary and secondary sources (RH.6–8.1); in science and technical subjects, citing textual evidence to support analysis of science and technical texts (RST.6–8.1)
- In ELA, determining central themes or ideas in text and summarizing with increasing objectivity (RL/RI.6–8.2); analyzing the development of central themes and ideas over the course of the text (RL/RI.7–8.2)
- In HST, determining central ideas, information, or conclusions of a source or text and providing summaries distinct from prior knowledge and opinions (RH/RST.6–8.2)
- In ELA, analyzing interactions, connections, and distinctions between and among individuals, incidents, elements, and ideas within text (RL/RI.7–8.3)
- In H/SS, identifying key steps of a process described in text (RH.6–8.3); in science and technical subjects, following precisely multistep procedures (RST.6–8.3)
- In ELA, analyzing use of text features (RL/RI.6–8.5a); analyzing how structure of texts contributes to meaning, style, and development of ideas (RL/RI.6–8.5)
- In HST, describing how a text presents information (RH.6–8.5) and analyzing how organizational structures contribute to understanding a topic (RST.6–8.5)
- In ELA, determining authors' purposes (RI.6–8.6) and analyzing how authors acknowledge and respond to different points of view (RI.8.6) and how the different points of view of the author, characters, narrators, and audiences create literary effects (RL.8.6)
- In H/SS, identifying aspects of text that reveal author's point of view (RH.6–8.6); in science and technical subjects, analyzing the author's purpose in providing an explanation, description, or discussion (RST.6–8.6)
- In ELA, analyzing different written, oral, and multimedia versions of texts and evaluating the impact of choices made by authors, directors, and actors (RL.7–8.7) and the advantages and disadvantages in presenting ideas (RI.7–8.7)
- In HST, integrating quantitative and visual information with other information in print and digital texts (RH/RST.6–8.7)

- In ELA, tracing and evaluating the argument and specific claims in a text (RI.6–8.8) assessing whether reasoning is sound and evidence is relevant (RI.7–8.8)
- In HST, distinguishing among facts, reasoned judgments, and opinions or speculation in a text (RH/RST.6–8.8)
- In ELA, comparing and contrasting different forms or genres (RL.6.9), fictional and historical accounts (RL.7.9), and one author’s presentation with another (RI.6.9); analyzing two or more authors’ texts (RI.7.9), two or more conflicting texts (RI.8.9), and how authors draw upon themes, patterns, and characters from traditional texts and render new material (RL.8.9)
- In H/SS analyzing relationships between primary and secondary sources (RH.6–8.9); in science and technical subjects compare and contrast information from multiple sources and from written texts (RST.6–8.9)

In the Writing strand, meaning making now includes the following:

- In ELA, writing arguments to support claims, selecting relevant content in informative/explanatory essays, and using language in more sophisticated ways to develop narratives (W.6–8, Standards 1–3)
- In HST, writing arguments and informative/explanatory texts focused on discipline-specific content (WHST.6–8, Standards 1–2)

In the Speaking and Listening strand, meaning making now includes the following:

- In ELA and HST, analyzing ideas (SL.6–7.2) and evaluating purposes and motives (SL.8.2) presented orally and in diverse media; presenting claims and findings orally (SL.6–8.4)

See the section on language development in this overview of the span for language standards related to meaning making new to grades six through eight.

The CA ELD Standards intersect with and amplify these CA CCSS for ELA/Literacy. English learners in grades six through eight explain ideas, phenomena, processes and relationships based on close reading of texts, making inferences and drawing conclusions (ELD.PI.6–8.6a-b). They evaluate and analyze language choices, explaining how well writers and speakers use language to present ideas and claims that are well supported (ELD.PI.6–8.7) and explaining how phrasing or different words

English learners in grades six through eight explain ideas, phenomena, processes and relationships based on close reading of texts, making inferences and drawing conclusions.

with similar meanings produces shades of meaning and nuances (ELD.PI.6–8.8). English learners also express their ideas through writing and presenting (ELD.PI.6–8, Standards 9–11) using an expanded set of general academic words (ELD.PI.6–8.12), and engage in collaborative discussions (ELD.PI.6–8, Standards 1–3) while adjusting their language choices according to task (ELD.PI.6–8.4). English learners do all this by applying their understanding of how English works on a variety of levels: how different text types are organized and structured to aid comprehending and writing, how text can be expanded and enriched using particular language resources, and how ideas can be connected and condensed to convey particular meanings (ELD.PII.6–8, Standards 1–7).

Meaning Making with Complex Text

Students in grades six through eight encounter texts that are substantially more complex than those they encountered in elementary school, and by the end of grade eight they are to read at the high end of the grades six through eight complexity band independently and proficiently. In terms of quantitative measures of complexity, suggested ranges of multiple measures of readability for the grades six through eight complexity band recommended by the NGA/CCSSO are provided in figure 6.3.

Figure 6.3. Associated Ranges from Multiple Measures for the Grades Six through Eight Text Complexity Band

ATOS (Renaissance Learning)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57	4.11–10.66
Source National Governors Association Center for Best Practices and Council of Chief State School Officers. n.d. "Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity," 4. <i>Common Core State Standards Initiative</i> .					

The increasing complexity of text occurs across a number of dimensions: levels of meaning and purpose; text structure; linguistic features and language conventions, including vocabulary; and knowledge demands, including life experiences, cultural and literary knowledge, and content knowledge. (See chapter 2 of this framework.) Texts judged as relatively simple on a measure of quantitative complexity may be far more complex because of one or more of these dimensions. Students' growing cognitive capacities at this age enable them to grapple with ideas and concepts that are more difficult; however, students' comprehension may be constrained by their level of exposure and depth of knowledge in each content area, the breadth of their vocabulary, their understandings of the features of academic language and standard English beyond vocabulary, their command of the foundational skills in reading, or other dimensions. Text complexity is also affected by the tasks that students are asked to do. For example, many students may find it easier to summarize a text and determine its central argument and claims than to assess whether the reasoning is sound and if irrelevant evidence has been introduced.

To support students as they grapple with complex readings, teachers need to understand the text and task dimensions that contribute to the complexity of a text or texts and consider the background and skills of their students. Teachers should work together to analyze the features of texts they use in lessons at a grade level or in an interdisciplinary project and to identify the ways in which they can scaffold instruction for students to increase comprehension. As students encounter rich and demanding texts, it is important that they engage deeply and call upon their own thinking to make meaning of what they read.

Teachers should work together to analyze the features of texts they use in lessons at a grade level or in an interdisciplinary project and to identify the ways in which they can scaffold instruction for students to increase comprehension.

Teachers support students' meaning making by calling attention to text features and the language used in texts, bringing students back to texts to reread for different purposes, supporting their background knowledge, and more. As students increase their volume of reading and build stamina for engaging with intriguing and complicated concepts and language, they make steady progress towards the upper ends of the text complexity band for grades six through eight. (See chapter 2 of this *ELA/ELD Framework* for more on text complexity.)

Questioning. Teachers use questions during instruction to monitor student understanding, and they guide students to generate questions to help make meaning of text for themselves. Teachers ask questions before and during reading to guide students as they interpret the meaning of text (Boardman, and others 2008). They also teach students to generate their own questions about what they read before, during, and after reading by engaging them in metacognitive conversations about how they are making meaning from what they read. Generating questions about text engages readers and helps them establish purposes for reading (National Institute of Child Health and Human

Different types of questioning can help students clarify meaning, speculate about text, analyze an author's perspective, analyze the language an author uses, and focus on specific aspects of the text. Students can also use questions to organize, elaborate, probe, and sort information and structures in a text, such as compare and contrast or cause and effect.

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Teachers help students make meaning as they model their own comprehension processes using think alouds and then ask students to practice the same think aloud process. These *metacognitive conversations* (Schoenbach, Greenleaf, and Murphy 2012) provide a way for students to figure out where their understanding is incomplete and how to clarify their confusions. Teacher modeling of the use of different types of questions also helps students go beyond clarifying

questions to ask questions that engage critical thinking and analysis. For example, describing questions as *thin* or *thick* helps students conceptualize questions along a continuum from basic or obvious to more complex or unstated. Thin questions are literal, recall questions whose answers are provided in the text. Thick questions require student readers to go beyond the text and speculate, hypothesize, or make inferences (Lewin 2010). Using Bloom's taxonomy, students can learn to identify different types of questions, ranging from questions that pull facts and information from the text, to questions that ask the reader to examine and analyze the information in the text by understanding what is missing or implied, to questions that reflect on the author's point of view or that offer a different perspective on the topic (Bloom 1956)². Using questions to guide student thinking and understanding helps students learn to make inferences (RL/RI.6–8.1), integrate knowledge and ideas (RL/RI.6–8.7, RI.6–8.8, RL/RI.6–8.9) and further comprehension.

Using Other Comprehension Strategies. The report, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, recommends that direct and explicit comprehension strategy instruction be provided. This recommendation is well-supported in the research and tied to improved reading outcomes (Kamil, and others 2008; Boardman, and others 2008). The goal of strategy instruction is to help students become active readers who are in charge of their own comprehension and are capable of using tools to make sense of what they read (Kosanovich, Reed, and Miller 2010). According to the National Reading Panel report (NRP 2000, as found in Boardman, and others 2008), comprehension "involves complex cognitive processes that enable the reader to gain meaning from the text and repair misunderstandings when they occur."

Successful readers monitor their own comprehension as they read and make connections between new information and prior learning, including other texts they have read, knowledge, and personal experiences (Boardman, and others 2008). When text is conceptually dense, challenging to understand, or uninteresting, successful readers use *fix-up*

The report, Improving Adolescent Literacy: Effective Classroom and Intervention Practices, recommends that direct and explicit comprehension strategy instruction be provided. This recommendation is well-supported in the research and tied to improved reading outcomes.

² While both Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) provide descriptors for levels of cognitive complexity, they were developed separately for different purposes. See chapter 2 of this *ELA/ELD Framework* for further discussion of DOK levels. See Hess (2013) for a comparison of Revised Bloom's Taxonomy and DOK.

strategies, such as rereading or summarizing (Kosanovich, Reed, and Miller 2010). Teachers help all students learn ways to monitor their comprehension, be aware of their reading process, and identify and apply strategies when they are having difficulty comprehending. Repeated exposure to reading comprehension strategies interwoven with subject-area content also benefits students (Torgesen, and others 2007).

Successful readers monitor their own comprehension as they read and make connections between new information and prior learning, including other texts they have read, knowledge, and personal experiences

Guiding students to use multiple strategies with a single text passage can help students develop the flexibility they need to move back and forth between strategies. For example, a teacher might illustrate the skills of accessing prior knowledge and making connections using the same text. Selecting and using appropriate texts when modeling a new comprehension strategy is also important. For example, finding the main idea and supporting details can be demonstrated with an informational text. With literary text, students learn to identify central ideas and themes, as well as how they develop over the course of a text. Introducing a strategy with less complex text may help students learn

the strategy more quickly as well. Once students successfully employ the strategy with less complex or familiar texts, working with more complex or unfamiliar texts helps them apply their newly learned skills. Teachers use formative assessment as part of the instructional process to guide their decision making about the level of scaffolding students need and how quickly responsibility can be released to the students for independent strategy use (Fisher and Frey 2014).

Writing can also improve reading. Writing helps students consolidate their thinking and arrive at new understandings of text. Graham and Hebert (2010) in *Writing to Read: Evidence for How Writing Can Improve Reading*, identified several research-based writing practices that support reading improvement (see figure 6.4).

Figure 6.4. Recommendations from Writing to Read

- I. Have students write about the texts they read.
 - Respond to a text in writing (writing personal reactions, analyzing and interpreting the text)
 - Write summaries of a text
 - Write notes about a text
 - Answer questions about a text in writing, or create and answer written questions about a text
- II. Teach students the writing skills and processes that go into creating text.
 - Teach the process of writing, text structures for writing, paragraph or sentence construction skills (improves reading comprehension)
 - Teach spelling and sentence construction skills (improves reading fluency)
 - Teach spelling skills (improves word reading skills)
- III. Increase how much students write.

Collaborative conversations about texts also enhance comprehension. By engaging in extended conversations about complex texts, students have an opportunity to clarify their thinking and extend it. For example, when students explain their analyses of texts, using evidence from the texts to do so, they are forced to *package and present* their ideas in a clear, coherent, and persuasive manner,

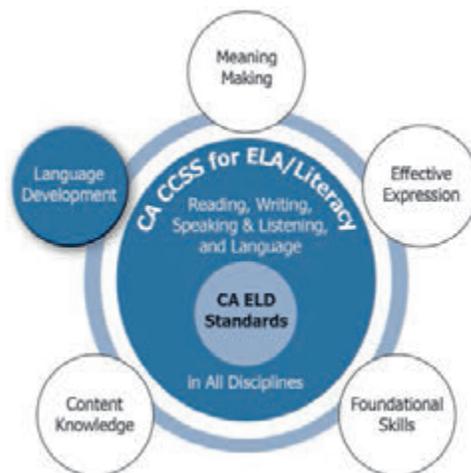
which helps them to clarify and refine their analyses. When they answer questions with elaborations, formulate and pose probing questions to others, and truly listen to their peers, their understandings of texts is extended and enhanced.

Language Development

All students continue to develop as learners of language throughout their academic careers, and indeed their lives. The development of academic English is critical for successful and equitable school participation as students progress through middle school and into high school. Notably, students need to build their linguistic awareness, in other words, their conscious awareness about how language works. They need many guided opportunities to analyze how English is organized and structured in a variety of texts across academic disciplines and how the language in these texts is different depending on text type, audience, purpose, topic, and content area. Further, they need many opportunities to experiment with language, applying what they learn and adapting their own language to express their ideas in ways that meet the expectations of different text types and contexts.

Academic language broadly refers to the language used in academic texts and settings, such as those found in school. Some students in the middle grades may have developed an awareness of academic language and can use it flexibly; others, including ELs and standard English learners, may need specialized instruction to further develop their proficiency in academic English registers. Academic language shares characteristics across disciplines, but is also highly dependent upon disciplinary content. Thus, instruction in academic English benefits from collaborations among teachers across disciplines to address the variations of language use and text structures in multiple subjects and text types. For more on the characteristics of academic English, see chapter 2 of this *ELA/ELD Framework* and chapter 5, “Learning About How English Works,” of the CA ELD Standards (CDE 2014).

By the end of grade five, students expanded their language development in several ways. In the realm of vocabulary, they learned to use Greek and Latin affixes and roots as clues to meaning (L.5.4b) and acquired and accurately used grade-appropriate general academic and domain-specific words and phrases that signal precise actions, emotions, or states of being (L.4.6) or signal contrast, addition, and other logical relationships (L.5.6); they also learned how to use a thesaurus (L.5.4c). They practiced expanding, combining, and reducing sentences for meaning, reader/listener interest, and style (L.5.3a) in writing and speaking, and used precise language and domain-specific vocabulary in informational/explanatory writing (W.5.2d) and concrete words and phrases and sensory details in written narratives (W.5.3d). By the end of grade five, students also had opportunities to differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (L.4.3c), as well as to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems (L.5.3b). They determined the meaning of words and phrases in texts relevant to grade-five topics and subjects, including figurative language (RL/RI.5.4).



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Both the CA CCSS for ELA/Literacy and CA ELD Standards for grades six through eight reflect the importance of students' continuing development of academic language and show how students' language skills increase in breadth and complexity as they progress through the middle grades.

Both the CA CCSS for ELA/Literacy and CA ELD Standards for grades six through eight reflect the importance of students' continuing development of academic language and show how students' language skills increase in breadth and complexity as they progress through the middle grades. Students demonstrate new understandings and increasing sophistication in the use of language to make meaning when reading, writing, speaking, and listening. New to this span in terms of developing and using academic language in the CA CCSS for ELA/Literacy across all disciplines are the following:

- Varying sentence patterns for meaning, reader/listener interest, and style (L.6.3a), maintaining consistency in tone and style (L.6.3b), expressing ideas precisely and concisely while eliminating wordiness and redundancy (L.7.3a), and using verbs of various types to achieve effects (L.8.3a) when writing, speaking, reading, and listening
- Tracing the etymology of words (L.7–8.4c) and verifying preliminary determinations of the meaning of a word or phrase by consulting a dictionary (L.6–8.4d)
- Interpreting figures of speech (L.6–8.5a), using word relationships to better understand individual words (L.6–8.5b), and distinguishing among connotations of words with similar denotations (L.6–8.5c)
- Gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.6–8.6)
- Determining connotative, figurative, and technical meanings of words and phrases and analyzing the impact of word choices on meaning and tone (RL/RI.6–8.4), including analogies or allusions to other texts (RL/RI.8.4); determining meaning of subject-specific words, phrases, and symbols in texts (RH/RST.6–8.4)
- Using words, phrases, and clauses to clarify relationships (W.6.1c) and create cohesion (W.7–8.1c); using appropriate transitions to clarify relationships and create cohesion (W/WHST.6–8.2c)
- Using appropriate transitions to clarify relationships and precise language and domain specific vocabulary in informative/explanatory presentations (SL.6.4a); using words and phrases to create cohesion in argument presentations (SL.7.4a)

By design, all of the CA ELD Standards center on building EL students' proficiency in the rigorous academic English necessary for participation in and achievement of grade-level content. For example, in grades six through eight, the Interpretive and Productive strands now focus on ELs using increasingly sophisticated knowledge of morphology, context, and other cues to determine the figurative and connotative meanings of unknown and multiple-meaning words (ELD.PI.6–8.6c) and using an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision (ELD.PI.6–8.12a). Beyond vocabulary, the CA ELD Standards emphasize building students' abilities to analyze and evaluate the language that writers use in arguments, informative/explanatory texts, and narratives (ELD.PI.6–8, Standards 7–8) and to adapt their own language choices based on context (ELD.PI.6–8.4). The CA ELD Standards also focus on ELs' abilities to extend and apply their knowledge of text organization and structure, as well as how ideas are expanded or condensed in a variety of academic texts across the disciplines (ELD.PII.6–8, Standards 1–7).

All teachers create language-rich environments for students. They model use of academic language as they interact with students and provide instruction across the curriculum. They also ensure that students have many opportunities to explore and use the academic language they are learning. They engage students in structured as well as informal academic conversations with partners, in small groups, and in large groups. Instructional routines guarantee equitable participation. Crucial for all learners, but especially ELs and other culturally and linguistically diverse students, is an atmosphere of respect for all students' efforts to communicate their ideas.

Vocabulary

Research indicates that not all students have the depth and breadth of vocabulary knowledge necessary to succeed in their content-area classes (Kosanovich, Reed, and Miller 2010; Nagy and Townsend 2012). At the same time, research shows that teachers can improve students' knowledge and use of appropriate levels of academic vocabulary through explicit instruction combined with extensive exposure in a variety of ways (Kamil, and others 2008; Kosanovich, Reed, and Miller 2010). Thus, a targeted and purposeful focus on vocabulary in all content areas is crucial.

Vocabulary instruction will look different depending on content area and should be part of a coherent schoolwide approach to building academic vocabulary knowledge that is consistent with the larger learning goals of particular disciplines.

The following research-based practices are recommended for teaching vocabulary to young adolescents:

- Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction (Kamil, and others 2008).
- Provide new vocabulary in combination with hands-on experiences to link the term to students' background knowledge (Cromley and Azevedo 2007; Kosanovich, Reed, and Miller 2010).
- Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions (Graves 2006; Kamil, and others 2008).
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading (Graves 2006; Kamil, and others 2008).
- Provide students with strategies to make them independent vocabulary learners (Graves 2006; Kamil, and others 2008).
- Provide explicit instruction of the vocabulary needed to understand a specific text or content area by offering simple definitions prior to reading, generating examples and non-examples, or creating semantic maps that contain word families or list multiple uses of a target word (Boardman, and others 2008).

Explicit vocabulary instruction increases both vocabulary and reading comprehension and is especially effective for ELs (August and Shanahan 2006; Lesaux, and others 2010) and students with disabilities (Bryant, Goodwin, Bryant, and Higgins 2003; Jitendra, and others 2004; as cited by Boardman, and others 2008). Important to note is that explicit vocabulary instruction occurs in the context of rich content learning and the use of complex texts, where the vocabulary for instruction is found, and not in isolation (e.g., memorizing word lists or definitions out of context). Explicit vocabulary instruction can also include teaching about cognates, which are a linguistic resource for

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vocabulary development for ELs whose native language is Latin based. Cognates are words in two or more different languages that are the same or similar in sound and/or spelling and that have similar or identical meanings. See chapter 2 in this *ELA/ELD Framework* for more information on cognates in multiple languages and leveraging students' cognate knowledge for learning English and developing biliteracy.

Grammatical Understandings and Syntax

Supporting students to develop academic English involves more than attending to vocabulary development. Middle school students also need to gain deeper grammatical understandings, including syntax, or the way that words are combined into phrases and sentences and the way that sentences are structured and ordered. Although formal expectations for syntax appear in high school standards, students as early as grade six (and indeed, as early as the elementary grades) can use their grammatical knowledge to vary sentence patterns in their writing and speaking to adjust for meaning, reader or listener interest, and style (L.6.3a). They also work to express ideas precisely and concisely and eliminate wordiness and redundancy (L.7.3a).

The effective application of grammatical understandings, including sentence patterns, can help students increase the information density of sentences, which is a characteristic of academic English. Students grow in their understanding of grammatical patterns as a result of extensive exposure to and guided analysis of complex texts that contain particular grammatical patterns (e.g., long noun phrases, complex sentences, embedded clauses), as well as multiple opportunities to apply these understandings in their own writing. Students gain exposure through wide reading of many types of texts that contain varied and rich grammatical structures. Speeches and debates also afford opportunities to hear and produce well-crafted oral sentences and longer stretches of discourse. Students learn about grammatical structures when teachers draw their attention to how they are used to convey meanings, which can range from informal comments to deeper analysis of text, paragraph, sentence, clause, and phrase structures. In turn, students can emulate the writing of *mentor texts* they have read and analyzed and experiment with ways to incorporate these model approaches into their own writing.

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In addition, *metalanguage* (language for discussing language) supports analytical discussions about how language works to make meaning, and students benefit by using it when they analyze and write texts. Using metalanguage enables students to be explicit about and discuss what is happening in language (Schleppegrell 2013; Fang, Schleppegrell, and Moore 2013). Furthermore, the language students examine and discuss serves as models for their own writing. For example, many students are already familiar with using metalinguistic terms such as *verb*, *sentence*, and *paragraph*. Using metalanguage that focuses

on meaning can help students better understand how or why writers make choices about language and how they can make more informed language choices when they write or speak. Teachers help students identify and discuss the different types of verbs they encounter in texts (e.g., *doing*, *saying*, *sensing*, *being*) and how different text types tend to use particular types of verbs. Teachers also facilitate conversations with students in which they unpack lexically dense sentences to examine how

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the different grammatical features (e.g., long noun phrases, text connectives, pronoun reference) affect how the meanings are conveyed. Engaging in these types of discussions about the meanings of texts without metalanguage can be imprecise or even confusing. Rather than teaching language in isolation (e.g., having students silently complete grammar worksheets), teachers facilitate active dialogue about how language works and contextualize language learning in the rich content students are engaged with throughout the curricula. The CA ELD Standards emphasize the development of language awareness appropriate for academic texts across the disciplines.

Effective Expression

The development of effective communication skills is one of the hallmarks of the CA CCSS for ELA/Literacy and the CA ELD Standards. This section provides an overview of writing, discussing, presenting, and using language conventions for the grade span.

Writing

By the end of grade five, students demonstrated their growing writing skills by writing multiple-paragraph texts (W.5.4), logically grouping ideas in written work to effectively convey opinions and information (W.5.1–2), and using narrative techniques to write about experiences or events (W.5.3). They drew evidence from literary or informational texts to support analysis, reflection, and research (W.5.9) paraphrasing information and listing sources (W.5.8). Students also used formatting, such as headings, and multimedia in written work to aid comprehension (W.5.2a); they produced writing appropriate to the audience, as well as the task and purpose (W.5.4), and used the Internet to produce and publish writing and to interact and collaborate with others (W.5.6). By the end of grade five, students used their keyboarding skills to produce a minimum of two pages in a single sitting (W.5.6).

As students advance through the middle school grades, they become increasingly effective at expressing themselves through different genres of writing. In grades six through eight, they build on previous learning to write more complex and cohesive texts of different types for various purposes (W.6–8, Standards 1–3) continuing to develop and organize their writing in a way that is appropriate to the task, purpose, and audience (W.6–8.4). With only some guidance, they engage in planning, revising, editing, rewriting, or trying a new approach in their writing (W.6–8.5). They continue to write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences (W.6–8.10).

New to the grades six through eight span are the following:

- In ELA, writing arguments by introducing claims with relevant evidence (W.6–8.1a), acknowledging and addressing opposing claims (W.7.1a), supporting counterarguments (W.7.1b), using credible sources (W.6–8.1b), creating cohesion (W.7–8.1c), and establishing and maintaining a formal style (W.6–8.1d)
- In HST, writing arguments on discipline-specific content by introducing claims and distinguishing them from opposing claims (WHST.6–8.1a), supporting claims logically and with relevant and accurate data and evidence (WHST.6–8.1b), and establishing and maintaining a formal style (WHST.6–8.1d)
- In ELA, writing informative/explanatory texts by introducing a thesis statement (W.6–8.2a), using appropriate organization (W.6–8.2a), using appropriate (W.6–8.2c) and varied (W.8.2c) transitions for clarity (W.6–8.2c) and cohesion (W.7.2c)



- In HST, writing informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes (WHST.6–8.2), using relevant, well-chosen facts (WHST.6–8.2b) and appropriate and varied transitions (WHST.6–8.2c) and establishing and maintaining a formal style and objective tone (WHST.6–8.2e)
- In ELA, writing narratives that engage the reader and establish context (W.6–8.3a) and point of view (W.7–8.3a) using language to signal shifts in time frame or setting (W.6–8.3c) and show relationships among experiences and ideas (W.8.3c)
- In HST, producing clear and coherent writing (WHST.6–8.4)
- In ELA and HST, considering how well purpose and audience have been addressed in their writing (W.7–8.5; WHST.6–8.5)
- In ELA and HST, using technology with less support to produce and publish writing (W.6–8.6; WHST.6–8.6), typing a minimum of three pages in a single sitting (W.6.6), linking and citing sources (W.7.6), and presenting relationships between ideas and information clearly and efficiently (W.8.6; WHST.6–8.6)
- Across ELA and HST, writing a balance of texts to parallel the expectations of the National Assessment of Educational Progress (NAEP 2008) at grade eight: 35 percent of writing to persuade, 35 percent to explain, and 30 percent to convey experience

New to the CA ELD Standards is writing arguments collaboratively and independently (ELD.PI.6–8.10a) in longer and more detailed literary and informational texts. All students, especially ELs, benefit from a focus on making choices about how to use language in their writing for clarity, precision, and variety. They learn to adapt their choices to be appropriate for the task, purpose, and audience. For example, students learn to express attitudes and opinions or temper statements with

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nuanced modal expressions (ELD.PI.6–8.11b), use grade-appropriate general academic words and domain-specific words and phrases (ELD.PI.6–8.12a), and use knowledge of morphology (e.g., select prefixes and suffixes) to manipulate language for accuracy of vocabulary and sentence structure (ELD.PI.6–8.12b). They also develop their understandings about how English works to make meaning via structuring cohesive texts (ELD.PII.6–8.1–2), expanding and enriching ideas (ELD.PII.6–8, Standards 3–5), and connecting and condensing ideas in writing (ELD.PII.6–8, Standards 6–7). English learners in middle school work their way towards full proficiency in English by becoming increasingly conscious about the language choices they make to express their ideas in writing. In other words, like all students, they learn to

make intentional choices about particular language resources (e.g., cohesive devices, grammatical structures, vocabulary) to illustrate their content understandings.

The CA CCSS for ELA/Literacy and CA ELD Standards promote writing and reading as inextricably linked. Students write about what they read (W/WHST.6–8.9) and read in order to write (R/RH/RST.6–8.2); in addition students write about what they do, such as engaging in hands-on explorations in subject matter. Students also talk about what they are reading, writing, and exploring, listen to others, and present findings of research. Students integrate the use multimedia and print and digital sources in their writing and use technology to produce and publish their writing (W/WHST.6–8.6, 8). These connections argue for writing in response to all reading students do. Writing assignments may be short or long; they may be accomplished quickly or as the result of days or weeks of writing, revising, and editing. Writing in the classroom should incorporate many forms, including notes, annotations, questions, answers to questions, journal and lab entries, quickwrites, blog posts, summaries,

responses, interpretations, poems, stories, drama, essays, speeches, research reports, and more. While students use many forms of writing, their writing is not formulaic. Students develop their thinking and explore ideas through talking and writing, and opportunities for both should be substantial, including collaborating on writing projects with partners and small groups. Many students view writing as difficult or time consuming. Yet adolescents use writing every day to communicate via social media and express themselves via poetry and songs. Bridging the literate worlds of adolescents outside of school and inside school is a way to build students' motivation to write and engage them as members of the *academic community* (Schoenbach, Greenleaf, and Murphy 2012; Hull and Schultz 2002; Morrell 2004).

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Effective writing—writing that is appropriate to the task, purpose, and audience—is the result of instruction, practice, and feedback. Graham and Perin in *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* (2007) identified 11 elements of effective adolescent writing instruction based on a meta-analysis of research. These elements are related and overlap in their use. “In an ideal world, teachers would be able to incorporate all of the 11 key elements in their everyday writing curricula, but the list may also be used to construct a unique blend of elements suited to specific student needs” (Graham and Perin 2007, 11). The key elements, arrayed in order of their effect size, are displayed in figure 6.5:

Figure 6.5. Elements of Effective Adolescent Writing Instruction

1. Writing strategies	7. Prewriting
2. Summarization	8. Inquiry activities
3. Collaborative writing	9. Process writing approach
4. Specific product goals	10. Study of models
5. Word processing	11. Writing for content learning
6. Sentence combining	

Teachers of all subjects, but especially English language arts, need support to assign writing frequently. Teachers should engage in professional learning on strategies for providing feedback to students that do not require marking every sentence and grading every writing product. Teachers working collaboratively across disciplines need to establish writing norms, rubrics, and processes for providing feedback to students, and students need to be guided to respond to the feedback they receive to improve their writing.

A process approach to writing positively impacts the quality of student writing. The approach “involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students’ individual needs, and in some instances, more extended and systematic instruction” (Graham and Perin 2007, 19).

Teachers can share mentor texts—that is, texts that are excellent examples of the focus of instruction, such as the organization of particular text types, the vocabulary used to create precision, or transitional phrases that help create cohesion. The authors' craft is discussed and, as appropriate to the purpose, emulated.

In addition to using the CA CCSS for ELA/Literacy to examine student writing and provide timely and targeted feedback to all students, teachers of ELs can use the CA ELD Standards to analyze their students' writing to determine how well they are using particular language resources to meet the expectations of different text types, such as general academic and domain-specific vocabulary, expanded noun phrases, text connectives to create cohesion, and so forth. The CA ELD Standards also support teachers in determining the types of writing outcomes that may be appropriate for EL students at different English language proficiency levels. Teachers should differentiate instruction to address their EL students' current level of skills and abilities and to stretch them to higher levels of writing ability. Teachers can share mentor texts—that is, texts that are excellent examples

of the focus of instruction, such as the organization of particular text types, the vocabulary used to create precision, or transitional phrases that help create cohesion. The authors' craft is discussed and, as appropriate to the purpose, emulated. This provides a scaffold for students to advance their writing abilities. Chapter 8 in this *ELA/ELD Framework* provides an example of writing by an EL student with annotations based on the CA ELD Standards.

English learners may also need attention in specific areas to ensure their full inclusion in grade-level writing tasks and activities. Depending on their region of origin and extent of school experiences in their home country and in the U.S., EL students may need clarification or explanation of cultural or historical background on topics that are assumed to be familiar to native English speakers schooled in the U.S. In addition, ELs may need specific and explicit instruction in particular areas of English grammar, conventions, and vocabulary—incorporated into the actual practice of their expression of ideas and content. The CA ELD Standards serve as a guide for *planned* scaffolding of writing tasks for students at different English language proficiency levels (Emerging, Expanding, Bridging) on specific standards, and they can also help teachers notice particular aspects of students' writing so they can provide *just-in-time* scaffolding.

Discussing

Collaborative discussions at all grade levels are a priority in both the CA CCSS for ELA/Literacy and the CA ELD Standards. By the end of grade five, students developed skills in discussing texts and grade-level topics, carrying out assigned roles (SL.5.1b) and responding to specific questions to clarify, follow up or otherwise contribute to discussions (SL.5.1c). They practiced reviewing the key ideas expressed in discussions and drawing conclusions (SL.5.1d) as well as paraphrasing and summarizing text read aloud or information presented in diverse media and formats (SL.5.2). By the end of grade five, students learned to identify reasons and evidence provided by speakers or media sources for particular points and identify and analyze any logical fallacies (SL.5.3). They also learned to adapt their speech to a variety of contexts, using formal English as appropriate (SL.5.6).

The CA ELD Standards serve as a guide for planned scaffolding of writing tasks for students at different English language proficiency levels (Emerging, Expanding, Bridging) on specific standards, and they can also help teachers notice particular aspects of students' writing so they can provide just-in-time scaffolding.

The speaking and listening standards for grades six through eight build on these skills, requiring students to continue engaging in collaborative discussions (one on one, in groups, and teacher led) and to learn to both express their own ideas clearly and to be able to build on others' ideas as they participate in the discussion. Students are asked to come to discussions prepared by having read the required material and to contribute by posing questions, responding to others' questions, and commenting with relevant evidence, observations, and ideas. New to the grades six through eight span are the following:

- Setting specific goals and deadlines in collaborative discussions (SL.6–7.1b) and tracking their progress (SL.8.1b); defining individual roles as needed (SL.6–8.1b)
- Posing questions that elicit elaboration (SL.7.1c) and connect the ideas of several speakers (SL.8.1c); responding to others' questions with relevant observations, ideas (SL.7–8.1c), and evidence (SL.8.1c)
- Acknowledging new information expressed by others and modifying their own views when warranted (SL.7–8.1d)
- Interpreting information (SL.6.2), analyzing main ideas and supporting details (SL.7.2), and analyzing the purpose of information (SL.8.2) presented in diverse media and formats, explaining how the ideas contribute to (SL.6.2) and clarify (SL.7.2) a topic, text, or issue; evaluating the motives behind presentations (SL.8.2)
- Delineating a speaker's argument and specific claims (SL.6–8.3) with increasing sophistication across the grades

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The CA ELD Standards amplify this focus on discussion and collaborative conversations—about content and about language—throughout both Parts I and II. In grades six through eight, ELs are expected to interact in meaningful ways through collaborative discussions on a range of social and academic topics, offer and justify opinions, and persuade others in communicative exchanges. For example, the CA ELD Standards call for ELs to contribute to whole class, small group, partner discussions adding relevant information and evidence (ELD.PI.6–8.1). When engaged in conversations with others, they negotiate with or persuade others using a variety of phrases (e.g., “I heard you say X, and that’s a good point. I still think Y though, because . . .”) (ELD.PI.6–8.3), and they learn to shift

registers, adjusting and adapting their language choices according to purpose, task, and audience (ELD.PI.6–8.4).

Engaging students in meaningful discussions starts with ensuring students have intellectually rich topics to talk about and are supported to share their ideas in respectful and increasingly academic ways. Teachers can prepare for collaborative conversations by developing stimulating questions for students to discuss, asking relevant follow up questions to probe and extend the conversation, providing a structured format for students to follow when working in small groups, and encouraging students to use agreed-upon discussion protocols to promote equitable participation (Kamil, and others 2008). It is essential that teachers create

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Along with speaking skills, students cultivate listening skills. Technology can be used to present information in audio formats such as speeches. Audio files encourage students to pay close attention to the type of speech being delivered and consider its purpose—to inform, persuade, entertain, or instruct—and discuss where, when, and to whom it was delivered, while accessing its primary source.

a supportive environment in the classroom by modeling an acceptance of diverse perspectives and minimizing criticism and negative feedback on participants' contributions (24). This is important for all students, but especially for culturally and linguistically diverse students, including ELs, who may feel on the outskirts of conversations unless their teachers actively and visibly promote classroom environments where all students feel safe to share their viewpoints and ideas. Similarly, teachers can support full participation of students with disabilities by openly fostering a classroom culture where each student's voice is not only acknowledged but seen as a vital component of discussion.

Along with speaking skills, students cultivate listening skills. Technology can be used to present information in audio formats such as speeches. Audio files encourage students to pay close attention to the

type of speech being delivered and consider its purpose—to inform, persuade, entertain, or instruct—and discuss where, when, and to whom it was delivered, while accessing its primary source (American Rhetoric n.d.).

Engaging in meaningful discussions about intellectually rich text and content is a critical skill for all students. Particularly in the middle grades when students are increasingly socially oriented, discussions can engage students in challenging texts and subjects because of students' inherent interest in the social meaning making process. For many students who struggle with understanding a challenging text, the opportunity to engage in a collaborative conversation is a way for them to learn more about the text than they would by only reading it independently. Engaging in conversations with peers using prompts and guided practice allows students to delve into complex texts together and grapple with them through dialogue to gain new understandings. This peer collaborative work can be facilitated through use of Socratic seminars, roundtables, expert group jigsaws, and simply by having partners or small groups work together using focus questions. (See chapter 2 in this framework for an expanded list of collaborative discussion formats.) For some ELs developing oral proficiency, particularly for ELs at the Emerging level of English language proficiency, these discussions also offer a safer environment to engage in conversations about texts that may prove less daunting than sharing ideas in front of the whole class. Pairing newcomer ELs with other students who speak their primary language (if possible) supports students who may not yet have the confidence or fluency in spoken English to engage in a range of conversations and discussions. These students who serve as *language brokers* should be supported to understand how to assist their newcomer EL peers, and teachers should acknowledge their sophisticated multilingual and social skills.

Presenting

In grades six through eight, students are expected to develop and perform increasingly sophisticated presentations on complex and varied topics, adjusting their use of language based on audience, topic, purpose, text type, and discipline.

By the end of grade five, students learned to report on a topic or text and present an opinion sequencing ideas logically and using appropriate facts and relevant and

For many students who struggle with understanding a challenging text, the opportunity to engage in a collaborative conversation is a way for them to learn more about the text than they would by only reading it independently.

descriptive details (SL.5.4). They planned and delivered an opinion speech (SL.5.4a) and memorized and recited a poem or section of a speech (SL.5.4b). They included multimedia components as appropriate (SL.5.5) to enhance ideas, and they began to adapt speech as needed to tasks and contexts (SL.5.6).

In grades six through eight, students plan and deliver presentations in a variety of genres, including informative/explanatory (SL.6.4a), argument (SL.7.4a), and narrative (SL.8.4a). New to the span are the following more advanced presentation skills:

- Presenting claims and findings by sequencing ideas logically (SL.6.4) and emphasizing salient points in a focused, coherent manner (SL.7–8.4)
- Using nonverbal elements (SL.6.4), adequate volume, and clear pronunciation (SL.6–8.4)
- Using precise language and domain-specific vocabulary; using words and phrases to create cohesion; and using narrative techniques such as dialogue and sensory language (SL.6–8.4a)
- Demonstrating a command of formal English when appropriate (SL.6–8.6)

The CA ELD Standards also expect ELs to make presentations, and ELs in grades six through eight plan and deliver longer oral presentations and reports on a variety of concrete and abstract topics. They use reasoning and evidence to support ideas. They also demonstrate a growing understanding of register (ELD.PI.6–8.9).

Students have many opportunities to present information and ideas to their peers and other audiences during the middle school grades. While speaking and listening standards are not specified in the literacy standards for history/social studies, science, and technical subjects, students are expected to deliver presentations across content areas in middle school, and students engage in projects incorporating reading, writing, listening, and speaking across disciplines.

Sixth through eighth graders also learn to employ technology appropriately and effectively. For example, students may create virtual artifacts such as blogs, media, or voice threads that can be shared collaboratively with others to reflect upon and critique using text, images, video, and audio files; and they may incorporate textual, graphical, audio, visual, and interactive digital elements into their presentations (SL.6–8.5). Technology can be utilized to foster speaking and listening presentation skills as students create their own *avatars* adapting the avatars' character and speech to a variety of audiences and presenting information in a way that others can follow by recording or uploading an audio file to share on social media or Web sites (e.g., www.voki.com) or through the use of videoconferencing tools requiring an invitation to join a chat (e.g., Skype or Google Hangout). Multimedia chats require competency in complex interfaces that involve managing audio, video, and often textual components providing novice learners opportunities to gain competence integrating technologies for various modes of communication becoming ubiquitous in the 21st century (Schwartzman 2013).

Students have many opportunities to present information and ideas to their peers and other audiences during the middle school grades. While speaking and listening standards are not specified in the literacy standards for history/social studies, science, and technical subjects, students are expected to deliver presentations across content areas in middle school, and students engage in projects incorporating reading, writing, listening, and speaking across disciplines.

Using Language Conventions

Contributing to effective expression is students' command over language conventions, such as grammar and usage in writing and speaking and capitalization, punctuation, and spelling in writing. By the end of grade five, students learned the function of nouns, pronouns, verbs, adjectives, adverbs (L.3.1a), prepositions, conjunctions, and interjections (L.5.1a) in general and in particular sentences. They learned specialized forms of these language elements and used them in their writing and speaking. Students learned the use of capitalization, punctuation (end punctuation for sentences, apostrophes for possessives and contractions, commas, and quotation marks), and spelling of grade-appropriate words (L.K–5.2) when writing. Students also gained knowledge of language related to the use of words, phrases, and sentences in writing, speaking, reading, and listening; they developed understandings about the contexts that call for formal and informal uses of English (L.2–5.3). The command of standard English conventions and knowledge of English have grown as the result rich reading, writing, and language opportunities in which students have had repeated exposures, contextualized practice, and meaningful language use.

The Language strand is designed so that language skills and abilities and knowledge about language learned in earlier grades serve as a base for those learned in later grades. Since language is continually developing, the CA CCSS for ELA/Literacy identify some skills first specified in the earlier grades that may need continued attention through the later grades. See figure 6.6.

Figure 6.6. Language Standards That May Need Continued Attention Through Middle School

- L.3.1f.** Ensure subject-verb and pronoun-antecedent agreement.
- L.3.3a.** Choose words and phrases for effect.
- L.4.1f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g.** Correctly use frequently confused words (e.g., to/too/two; there/their).
- L.4.3a.** Choose words and phrases to convey ideas precisely.
- L.4.3b.** Choose punctuation for effect.
- L.5.1d.** Recognize and correct inappropriate shifts in verb tense.
- L.5.2a.** Use punctuation to separate items in a series.
- L.6.1c.** Recognize and correct inappropriate shifts in pronoun number and person.
- L.6.1d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.1e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.3a.** Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b.** Maintain consistency in style and tone.
- L.7.1c.** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.3a.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Students who are ELs, especially at the early English language proficiency levels, may need to learn elements of English grammar that native English speakers (including nonstandard English speakers) typically already know. Examples include basic verb tenses and aspects (such as present perfect and past progressive) and English syntax.

Standards for language conventions that are new to the grade span are specified in the grade-level sections.

All students need to develop understandings of certain elements of standard English conventions since the conversational or everyday spoken and written English students use does not necessarily have these features. (See chapter 9 of this *ELA/ELD Framework* for more details.) Students who are ELs, especially at the early English language proficiency levels, may need to learn elements of English grammar that native English speakers (including nonstandard English speakers) typically already know. Examples include basic verb tenses and aspects (such as present perfect and past progressive) and English syntax. Thus, some ELs, particularly those new to English, may need additional, differentiated instruction in the English language conventions, integrated into ELA and

other content-area instruction as integrated ELD and also provided as designated ELD. The CA ELD Standards provide guidance on supporting students at different levels of English language proficiency to develop both language awareness and skills and abilities to use standard English, with an emphasis on academic English. Deaf students who use American Sign Language may also need to learn written English grammar as a new language. They do so through visual means as they do not have access to spoken English grammar. (See chapter 9 of this framework for details.)

Conventions are taught to all students in the context of meaningful communication. In the *Framework for Success in Postsecondary Writing* teachers are advised to “help students develop knowledge of conventions by providing opportunities and guidance for students to write, read, and analyze a variety of texts from various disciplines and perspectives in order to

Conventions are taught to all students in the context of meaningful communication.

- Investigate the logic and implications of different conventions
- Practice different conventions and analyze expectations for and effects on different audiences
- Practice editing and proofreading one’s own writing and explore the implications of editing choices . . .” (2011, 9)

Students can explore the use of conventions and their impact by

- Comparing different types of text, such as poetry, drama, speeches, narratives, arguments, and informative/explanatory texts
- Comparing texts in different registers (i.e., for different purposes and audiences), such as formal speeches, literature, and articles versus texting, spoken word poetry, and blogging
- Analyzing texts written in different time periods
- Analyzing written texts in which the author represents nonstandard varieties of spoken English using contrastive analysis (e.g., contrasting standard English with English dialects in Mark Twain’s *The Adventures of Tom Sawyer* or with African American English or Chicana/Chicano English used in hip-hop lyrics)

As students write, discuss, and present, they keep in mind the effects of conventions and work to apply the conventions appropriate for their purposes and audiences.

Content Knowledge

Content knowledge is an important factor in developing reading comprehension (Anderson and Pearson 1984; Hirsch 2006), and skilled reading, writing, speaking and listening, as well as language knowledge contribute to content knowledge. The literacy standards at grades six through eight make clear the importance of both content and literacy. Previous chapters discussed the powerful relationship between content knowledge and literacy and language development. The following points highlight the previous discussion:

- Content areas should be given adequate time in the curriculum so that all students have access to content instruction.
- All students—including ELs, students with disabilities, and students experiencing difficulty reading—should have full access to core content areas (e.g., science, history/social studies, the arts).
- Literacy and language instruction should occur across the curricula (complementing and contributing to content instruction, not replacing inquiry and other content approaches) based on the CA CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects and the CA ELD Standards. Understandings of disciplinary literacy should guide how teachers approach literacy in their particular disciplines or subjects.
- In English language arts classrooms, students should read and study a variety of classic and contemporary literature (e.g., novels, short stories, graphic texts, drama, poetry), literary nonfiction (e.g., memoirs, biographies, personal essays), and nonfiction (e.g., exposition, argument, functional text, technical accounts, journalism).
- In content classrooms, students should read and study texts that are important to the discipline (e.g., textbooks, primary and secondary sources in history, technical texts in science and other subjects).
- All students should have opportunities to read widely (as an organized part of the curriculum and independently), and they should have access to a variety of print and digital texts in the classroom and school library.

In this section, four areas supporting content knowledge are highlighted: understanding disciplinary literacy; engaging with literature and informational text in English language arts and other content areas; engaging with research; and planning for wide reading.

Understanding Disciplinary Literacy

The term *disciplinary literacy* (Moje 2007, 2011; Shanahan and Shanahan 2008; Schleppegrell 2013) refers to the particular ways in which content areas or disciplines (history/social studies, mathematics, science and engineering, arts, physical education, health, and world languages) use language and literacy (reading, writing, speaking, and listening) to engage with content knowledge and communicate as members of discourse communities (e.g., scientists, historians). Fang, Schleppegrell, and Moore (2013, 1) argue that “learning in the content areas is best conceived of as learning specialized ways of making meaning within the disciplines. . . . Each discipline has its own culture and ways of reading, writing, speaking, thinking, and reasoning.” The authors’ describe the features of advanced literacy as deployed by disciplinary experts in science, history, mathematics, and language arts in figure 6.7.



Figure 6.7. Advanced Literacy in Four Disciplines

[S]cientists construct theoretical explanations of the physical world through investigations that describe, model, predict, and control natural phenomena (Yore et al, 2004). The task of . . . **historian[s]**, on the other hand, is interpretive, investigating events in the past in order to better understand the present by reading documents and examining evidence, looking for corroboration across sources, and carefully thinking about the human motivations and embedded attitudes and judgments in the artifacts examined (Wineburg, 2001). **Mathematicians** see themselves as problem-solvers or pattern-finders who prize precision and logic when working through a problem or seeking proofs for mathematical axioms, lemmas, corollaries, or theorems (Adams, 2003). **Language arts** experts attach great significance to the capacity for creating, responding to, and evaluating texts of various kinds (Christie & Derewianka, 2008). These varied ways of meaning-making call on particular ways of using spoken and written language as well as a range of multimodal representations (Coffin & Derewianka, 2009; O'Halloran, 2005; Unsworth, 2008).

Source

Fang, Zhihui, Mary J. Schleppegrell, and Jason Moore. 2013. "The Linguistic Challenges of Learning Across Disciplines." In *Handbook of Language and Literacy: Development and Disorders*. 2nd ed., edited by C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, and Geraldine P. Wallach, 1–2. New York: Guilford Press.

Proficient users of language in particular disciplines make language choices (sometimes unconsciously) to meet the expectations of their audiences. These choices include the use of precise vocabulary, how sentences and paragraphs are structured, and how ideas are connected throughout an entire text so that it is cohesive.

From this perspective, speakers and writers make deliberate choices about how they use particular language resources and how they organize their spoken or written texts (e.g., speeches, debates, arguments, stories). These choices depend on the discipline in which they are being produced, among other things. Proficient users of language in particular disciplines make language choices (sometimes unconsciously) to meet the expectations of their audiences. These choices include the use of precise vocabulary, how sentences and paragraphs are structured, and how ideas are connected throughout an entire text so that it is cohesive. Audience expectations are determined by the nature of the communicative activity (e.g., talking with someone casually about a movie, persuading someone in a debate, or writing a science report); the nature of the relationship between the language users in the activity (e.g., friend-to-friend, expert-

to-learner); the subject matter and topic (e.g., photosynthesis in science, the U.S. Civil War in history); and the medium through which the message is conveyed (e.g., a text message versus an essay). These *register* choices, as linguists have found, vary from discipline to discipline and from situation from situation. (See chapter 2 of this *ELA/ELD Framework* for a discussion of register.) A major task for teachers is to support all students in understanding how to shift registers and make informed language choices that meet the expectations of different disciplinary contexts.

Shanahan and Shanahan (2008), in describing their investigation of the literacy practices of experts in mathematics, chemistry, and history, indicate that each group approached reading quite differently and valued the literacy strategies that "mirrored the kinds of thinking and analytic practices common to their discipline" (56). Although disciplines share certain features in their use of text and academic language, they also employ unique practices. Selected strategies that align with those disciplines include the following:

- ELA: engaging in Socratic Seminars, SQP2RS (Survey, Question, Predict, Read, Respond, Summarize), and GIST (Generating Interactions between Schemata and Text)
- Science: writing procedures for experiments, summarizing sections of texts, responding to text from single or multiple sources for the purposes of deep inquiry
- Mathematics: constructing viable arguments, writing explanations and justifications, responding to charts, graphs, patterns, and other data
- History: constructing events charts, summarizing using *multiple-gist* strategy (Shanahan and Shanahan 2008, 56), and engaging in Questioning the Author (Beck, McKeown, and Kucan 2013)

As stated in previous chapters, the relationship among English language arts and literacy, English language development, and the content areas or disciplines is interdependent. Content knowledge grows from students' knowledge of language and ability to use language effectively to accomplish their disciplinary goals through reading, writing, speaking, and listening; just as literacy and language proficiency grow from increased content knowledge (Short, Echevarria, and Richards-Tutor 2011; Echevarria and Short 2010, 250–321). All students should be provided rich instruction, with appropriate pedagogy, in the content areas. Those needing additional support in language or literacy development should not miss opportunities to take content area courses. In other words, additional assistance should be provided at a time that does not preclude enrollment in content courses.

Engaging with Literature and Informational Texts

Literature is at the heart of the content of the English language arts curriculum, and its power and beauty should not be overshadowed by the discussions in this framework—although critically important—about literacy in the other disciplines. Our collective humanity and wisdom rest in the words of writers past and present—writers who have created worlds into which young adolescents gain admittance with the hope that the encounters will sharpen their minds and feed their spirits. The CA CCSS for ELA identify three categories of text within literature: stories, drama, and poetry. Stories include novels, short stories, and graphic texts, including the subgenres of adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and more. Drama includes the subgenres of one-act and multi-act plays in written form and on film. Poetry includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics. Literary nonfiction includes the subgenres of personal essays, speeches, opinion pieces, criticism, biographies, memoirs, and literary journalism. All of these forms include classical through contemporary works representing a broad range of literary periods and cultures.

Literature is at the heart of the content of the English language arts curriculum, and its power and beauty should not be overshadowed by the discussions in this framework—although critically important—about literacy in the other disciplines.

When selecting literary texts, including literary nonfiction and nonfiction, teachers, teacher librarians, and school leaders should consider the various resources available to them. The appendix of this *ELA/ELD Framework*—"The Role of Literature in the Common Core State Standards and Book Resources for Teachers"—offers advice about teaching literature and numerous suggestions for locating high-quality books and texts. In addition, teachers and others should take into account the cultural and linguistic diversity of their students and choose texts that are appealing to their students for a variety of reasons, including texts by authors from similar cultural backgrounds or who address issues that are relevant for high school students, such as racism, poverty, gender identity, communities, immigration, and other topics that motivate adolescents approaching adulthood to engage with deep thinking, writing, and rich discussions.

Literature and informational text—both literary nonfiction and nonfiction—comprise the content of what students in grades six through eight read, analyze, and talk and write about. Teacher teams, in collaboration with their schools and districts, need to identify the literature and informational texts for the curriculum at each grade, as well as the opportunities for writing, discussing, presenting, researching, and language development based on the CA CCSS for ELA and the CA ELD Standards. Maintaining the breadth and variety of literary and informational texts within and across grades is key; finding ways to incorporate nonfiction texts in units of study, including the creative pairing of literary and informational texts, is also important. Teachers and curriculum planners need to carefully plan and select instructional materials to meet the needs of all students and achieve the CA CCSS for ELA/Literacy.

Maintaining the breadth and variety of literary and informational texts within and across grades is key; finding ways to incorporate nonfiction texts in units of study, including the creative pairing of literary and informational texts, is also important.

Several text exemplars, organized by grade-level spans, can be found in Appendix B of the CCSS for ELA/Literacy (NGA/CCSSO 2010a: Appendix B). Listed below are examples of literary texts to illustrate the complexity, quality, and range of literature in grades six through eight:

- *Little Women* by Louisa May Alcott
- “I, Too [Sing America]” by Langston Hughes
- *Sorry, Wrong Number* by Louise Fletcher
- “Jabberwocky” by Lewis Carroll
- *Dragonwings* by Laurence Yep
- *The Dark is Rising* by Susan Cooper
- “Eleven” by Sandra Cisneros
- *The Adventures of Tom Sawyer* by Mark Twain
- “Oranges” by Gary Soto

Although the following reading standards have been discussed in the section on meaning making, the standards represent content unique to literature new to grades six through eight:

- Describing how a plot unfolds (RL.6.3), analyzing how particular elements of a story interact, (RL.7.3) and analyzing how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (RL.8.3)
- Determining the connotative meanings of words and phrases (RL.6–8.4); analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama (RL.7.4); and analyzing the impact of specific word choice on meaning and tone (including analogies or allusions to other texts) (RL.8.4)
- Analyzing how a drama’s or poem’s form of structure (e.g., soliloquy, sonnet) contributes to its meaning (RL.7.5); comparing and contrasting the structure of two or more texts (RL.8.5)
- Comparing and contrasting the experience of reading a story, drama, or poem to listening to or viewing its audio, filmed, staged, or multimedia version (RL.6–7.7)
- Comparing and contrasting a fictional portrayal of a time, place, or character and a historical account of the same period (RL.7.9) and analyzing how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible (RL.8.9)

Informational text occupies a prominent space in grades six through eight both within English language arts and in all other content areas. According to the reading framework of the NAEP and the CA CCSS for ELA/Literacy, 55 percent of the texts that students should read and study across all disciplines by grade eight should be informational, and 45 percent should be literary. These percentages are not a prescription for the balance of text types in ELA but rather are achieved across the range of subjects, including ELA, that students study. Critically important in each content area is that students actually read and learn from the texts designated for the subject and grade. Too often information is presented orally or read aloud to content classes because of a concern for students' ability to successfully read a text and interact with its ideas in speaking and writing. The suggestions provided in the meaning making, language development, and effective expression sections of this framework are designed to support teachers to help their students achieve proficiency in literacy and language across all subject areas. For students to progress toward each of the overarching goals of ELA/literacy and ELD instruction by the time they complete high school, reading and communicating effectively in all content areas is essential. See the outer ring of figure. 6.1; see also the discussion of the goals in chapter 2 in this framework.

The CA CCSS for Literacy in History/Social Studies, Science, and Technical Subjects are meant to complement the specific content demands of the disciplines and help students grapple with the texts they encounter. The Reading Standards for Literacy in History/Social Studies, for example, expect students to cite specific textual evidence to support analysis of primary and secondary sources (RH.6–8.1); identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law) (RH.6–8.3); and analyze the relationship between a primary and secondary source on the same topic (RH.6–8.9). The Reading Standards for Literacy in Science and Technical Subjects expect students to follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (RST.6–8.3); determine the meaning of symbols, key terms, and other domain-specific words and phrases (RST.6–8.4); and compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic (RST.6–8.9). See the section on meaning making for more detail on the standards for reading informational text new to grades six through eight.

Literary text need not be limited to English language arts. Students in history classes can be exposed to a wealth of supportive readings such as biographies, essays, plays, films, and novels, which deepen understanding of key historical narratives, ideas, periods, events, and influential actors.

Literary text need not be limited to English language arts. Students in history classes can be exposed to a wealth of supportive readings such as biographies, essays, plays, films, and novels, which deepen understanding of key historical narratives, ideas, periods, events, and influential actors. Science teachers can help students deepen their understanding and interest in how the world works by providing students opportunities to read stories, biographies, and readings that show how specific scientific breakthroughs occurred (for example, works on Darwin and Marie Curie, and books such as *How I Killed Pluto and Why It Had It Coming* by Mike Brown (2010). Excerpts of full-length literary works may be a good strategy for introducing textual variety to content classrooms as well. Listed below are examples of informational texts to illustrate the complexity, quality, and range of student reading in grades six through eight:

- *The Great Fire* by Jim Murphy
- *The Omnivore's Dilemma: The Secrets Behind What You Eat* by Michael Pollan
- *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass

- *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston
- *Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk

As suggested earlier, teachers should work collaboratively to plan curriculum and select instructional materials. Interdisciplinary teams play a particularly valuable role in implementing the CA CCSS for ELA/Literacy. Teams of teachers from different subject areas who instruct a common group of students should plan together to select appropriate texts, create joint projects, plan lessons, and examine student performance. Working together these teams can identify students who need additional support and modify instruction, scheduling, and grouping as appropriate. For teachers, teams can provide a collaborative and supportive work group. For students, teams offer stable relationships with teachers and peers (Jackson and Davis 2000). Interdisciplinary teams can also cultivate meaningful and regular communication with families.

Research-Based Learning Techniques (Study Skills). Students in middle school employ a variety of strategies to learn new material. Learning to prepare efficiently for quizzes, unit tests, and other forms of assessment is important so that students' efforts yield the best results. A team of cognitive and educational psychologists (Dunlosky, and others 2013) examined research studies for 10 learning techniques and rated their effectiveness in terms of low, moderate, and high utility. All of the techniques examined were ones that students could implement without assistance. The results of the research review identified practice testing (self-testing or taking practice tests) and distributed practice (implementing a schedule of practice over time) as the most effective and, perhaps surprising to some students, highlighting and underlining as two of the least effective. Techniques that were rated as high utility because they were generalizable across a range of materials (e.g., vocabulary, lecture content, science definitions diagrams); learning conditions (e.g., amount of practice, reading vs. listening, incidental vs. intentional learning); student characteristics (e.g., age, verbal ability, interests); and criterion tasks (e.g., cued recall, problem solving, essay writing, classroom quizzes). Some techniques, such as summarization of to-be-learned text, were rated as low utility; however, the CA CCSS for ELA/Literacy call for students to summarize proficiently. While summarizing may not be effective as a study technique, summarizing for different purposes is an important foundational writing skill.

Students in middle school employ a variety of strategies to learn new material. Learning to prepare efficiently for quizzes, unit tests, and other forms of assessment is important so that students' efforts yield the best results.

Engaging in Research

Opportunities to engage in research contribute to students' content knowledge. Teachers can use writing instruction to provide opportunities for students to conduct research to build and present knowledge (W.6–8, Standards 7–9). Teachers can also engage students in collaborative discussions about grade-level topics, texts, and issues (including research conducted by students) (SL.6–8.1). A brief overview of the CA CCSS for ELA/Literacy regarding research to build and present knowledge follows.

Students left grade five able to conduct short research projects, gather relevant information from print and digital sources, summarize information, provide a list of sources, and draw evidence from literary or informational texts to support analysis, reflection, and research (W.5.7–9). In middle school, research projects expand and become more complex; contributing to students' motivation and engagement. For example, teachers provide students choices of topics and create opportunities for students to interact with interesting texts and resources.

New to the grade span in terms of building content knowledge through engagement in research are the following:

- In ELA and HST, conducting short research projects to answer a question (W/WHST.6–8.7), generating additional related, focused questions for further research (W.7.7; WHST.6–8.7) or that allow for multiple avenues of exploration (W.8.7; WHST.6–8.7)
- In ELA and HST, gathering relevant information from multiple print and digital sources, assessing the credibility of sources, quoting or paraphrasing data and conclusions of others, avoiding plagiarism, providing basic bibliographic information (W.6–8.8/WHST.6–8.8), using search terms effectively, and following a standard format for citation (W.7–8.8; WHST.6–8.8)
- In ELA, evaluating the argument and specific claims in an informational text (RI.6–8.8)
- In HST, distinguishing among facts/opinions, reasoned judgment based on research, and speculation in a text (RH/RST.6–8.8)
- In ELA, comparing and contrasting one author’s presentation with another (RI.6.9) and analyzing two or more authors writing on the same topic (RI.7.9) or two or more texts providing conflicting information (RI.8.9)
- In HST, analyzing the relationship between a primary and secondary source on the same topic (RH.6–8.9); comparing and contrasting information gained from experiments and other multimedia sources with written sources (RST.6–8.9)

The CA CCSS for ELA/Literacy and the CA ELD Standards call for students to engage with complex texts to build knowledge across the curriculum. When provided with appropriate scaffolding, ELs can interact meaningfully with complex informational texts to engage in research, which in turn helps them to build up academic language and content knowledge. Techniques that support ELs in research include the following:

- Encouraging ELs with strong primary language literacy backgrounds to draw upon this resource to help them locate, evaluate, and analyze information (e.g., by pairing grade-level texts in their primary language with texts in English at or above their reading level in English).
- Assisting ELs to select reading and drafting strategies appropriate for varied research tasks (e.g., using different types of notetaking templates for different types of text).
- Teaching ELs how not to plagiarize by providing explicit guidance on the conventions of textual ownership and citations in U.S. academic settings, alongside clear and critical explanations of the purposes these conventions serve.
- Creating opportunities that allow ELs to learn research processes by participating in teacher guided and collaborative endeavors before attempting research independently.

Planning for Wide Reading

Starting in third grade, and continuing through middle school, extensive reading is an important source of new vocabulary (Nagy and Anderson 1984), as well as providing students exposure to a range of text types, information, and ideas. Students in grades six through eight are expected to be able to read an increasing amount of literature and informational text, including literary nonfiction and informational/expository texts across content areas. Students need to read a wide variety of literature and informational texts in English language arts, as well as a variety of informational and technical texts in other content areas. As indicated previously, genres of literature include short stories, poetry, drama, and novels; genres of literary nonfiction include essays, speeches, opinion pieces, biographies, and journalism; and informational texts include historical, scientific, or other reports documents. All students need to

Starting in third grade, and continuing through middle school, extensive reading is an important source of new vocabulary, as well as providing students exposure to a range of text types, information, and ideas.

engage with grade-level complex text; students experiencing reading difficulties need scaffolding to interpret and respond to texts above their reading level.

Providing opportunities for students to engage in extended periods of structured independent reading of self-selected challenging books, accompanied by supported, individualized reading instruction can have a positive effect on reading achievement (Reis, and others 2008; Taylor, Frye, and Maruyama 1990). When planning an independent reading program, teachers design structures for students to record what they read and to chart their progress toward meeting their reading goals. Students should be taught how to select books that interest them and to evaluate the complexity of the text so that they know how challenging it will be. Student choice is a hallmark of an effective independent reading program. Successful teacher librarians and classroom teachers seek to connect middle school students with books and other texts that inspire, delight, and challenge young minds and spur them to read more. In addition, it is especially important in the middle grades and beyond, as students are intensely interested in establishing their identities, for school and classroom libraries to contain an abundance of literature that reflects the cultural and linguistic diversity of the school and of California. (See chapter 2 of this *ELA/ELD Framework* for more information on wide reading, independent reading, and planning an independent reading program.).

Foundational Skills

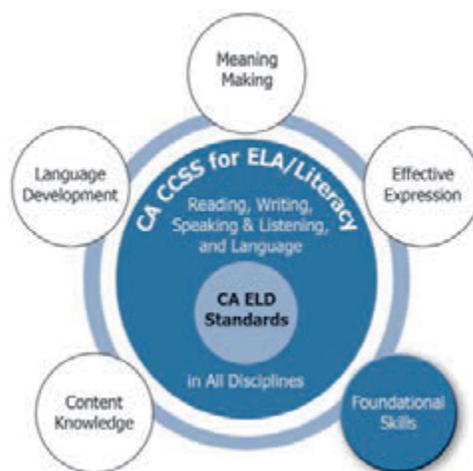
Ideally, by the time students enter middle school their knowledge of foundational skills is well established. They have a large base of sight words—those they recognize instantaneously—and they rapidly and effectively employ word recognition skills to identify new printed words. In short, they access printed language efficiently.

Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, however, as it should, with the text and the task. Data from an extensive study of oral reading fluency revealed the mean words read per minute (that is, the reading rate by students in grades one through eight in unpracticed readings from grade-level materials) (Hasbrouck and Tindal 2006). See the grade-level sections that follow for charts of mean oral reading rates by grade. The researchers recommended that students scoring more than 10 words below the 50th percentile receive additional instruction that targets fluency.

Fluency rates should be cautiously interpreted with all students. They are particularly difficult to apply to speakers of languages other than English and to deaf and hard of hearing students who use American Sign Language. When students storysign, they are actually interpreting the story from one language (printed English) to another (American Sign Language). In this case, fluency rates as listed in the figure do not apply.

Fluency is important in that it supports comprehension. The greater the ease with which students can identify words accurately, the more cognitive resources they have available to engage in meaning making. If students are experiencing difficulty with fluency, that is their reading is slow and labored, it is critical to determine the reason. Some students may have inadequately developed decoding skills. Others may have insufficient language (i.e., vocabulary and syntax) or knowledge, both of which may also impact fluency. Still others may not have developed automaticity with printed language.

It is critical for teachers to understand that pronunciation differences due to influences from the primary language, home dialect of English (e.g., African American English), or regional accent do not necessarily indicate a difficulty with decoding and should not automatically be interpreted as such. In addition, although pronunciation is important, overcorrecting it can lead to self-consciousness and



The primary way to support students' fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students should have authentic reasons to reread text because rereading also supports fluency.

inhibit learning. Rather, teachers should check for students' comprehension of what they are reading, respectfully model how words are pronounced in standard English, and point out differences between pronunciations of different dialects of English or pronunciations influenced by the primary language as appropriate. (For additional information on different dialects of English, see chapter 9 in this *ELA/ELD Framework*.)

The primary way to support students' fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students should have authentic reasons to reread text because rereading also supports fluency. For example, they may reread text several times as they rehearse for recording narration in a digital presentation or prepare for a poetry reading or other performance.

For information on teaching foundational skills to middle school students who need it, see the section on supporting students strategically that follows in the overview of the span. See also chapter 9 on access and equity in this *ELA/ELD Framework*.

Foundational Skills for English Learners

English learners come to middle school with varying levels of English language proficiency. Depending on their prior educational experiences in their home country and in the United States, ELs also have varying degrees of skills and abilities in foundational reading and writing in English. Some ELs have had the benefit of developing foundational literacy skills in their native language and can transfer this knowledge—including decoding skills and using an alphabetic writing system—to English (August and Shanahan 2006; de Jong 2002; Lindholm-Leary and Genesee 2010). As noted in chapter 6 of the CA ELD Standards, literacy instruction for ELs needs to be adapted based on each student's literacy profile, which includes the student's level of oral proficiency in the native language and in English; the student's level of schooling and previous literacy experiences in his or her native language; how closely the student's native language is related to English; and, for students with native language literacy, the type of writing system used.

Foundational literacy skills, as described in the CA CCSS for ELA Reading Standards for Foundational Skills (K–5), are the same for all students who need to learn basic reading and writing skills, including middle and high school students. However, the way the skills are taught and how quickly the students can be expected to acquire the basic skills and move on to higher level reading and writing depend on their age, cognitive level, and previous oral and written literacy experiences in their native language and/or in English. Since the CA CCSS for ELA foundational skills standards are intended to guide instruction for students in kindergarten through grade five, these standards need to be adapted, using appropriate instructional strategies and materials to meet the literacy needs of ELs at the middle grades, and addressing the need to teach foundational literacy skills in an accelerated time frame. In particular, the curriculum needs to be flexible so that it can

Since the CA CCSS for ELA foundational skills standards are intended to guide instruction for students in kindergarten through grade five, these standards need to be adapted, using appropriate instructional strategies and materials to meet the literacy needs of ELs at the middle grades, and addressing the need to teach foundational literacy skills in an accelerated time frame.

address the different profiles of secondary students needing foundational literacy skills instruction. Considerations contributing to the variety of student profiles are described in chapter 6 of the CA ELD Standards.

Figure 6.8 shows the CA CCSS for ELA/Literacy Reading Standards for Foundational Skills that need to be adapted for middle school ELs who need these early literacy skills, based on the students' individual language and literacy characteristics. For further details on teaching foundational skills to ELs, see chapter 6 of the CA ELD Standards.

Figure 6.8. Foundational Literacy Skills for ELs in Grades Six through Eight

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K–1.2)
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of Phonological Awareness skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. (RF.K.1; RF.1.1)
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K–5.3) Fluency 4. Read with sufficient accuracy and fluency to support comprehension (RF.5.4 at 6–12 grade level)

	Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
Print Skills (cont.)	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Review of Phonological Awareness skills as needed.

Supporting Students Strategically

Middle school is a remarkable turning point for students. Not only are students undergoing considerable physical, psychological, cognitive, and social changes during these years, they experience significant changes in the structure of schooling. Instead of a single teacher, they likely have many teachers. Instead of one group of classmates, they likely interact with different groups of classmates throughout the day. Instead of relatively flexible periods of time to engage in class projects and lessons, they likely experience tightly constrained instructional periods of time. Middle school students are expected to navigate successfully through all these changes. For the first time they are expected to achieve several sets of standards related to reading and writing (in addition to all content standards): those in their English language arts classes, including reading standards for literature and informational text, and those in their history/social studies, science, and technical classes.

Students who are experiencing difficulty should be identified quickly; their specific needs diagnosed carefully, and intensive and targeted instruction provided deliberately by skillful teachers. By necessity, instruction for these students is differentiated and typically provided in small group settings.

Youth who enter middle school able to engage in **meaning making** with a variety of increasingly complex text and who have well developed **language** (especially academic language), the ability to **effectively express** themselves in writing and speaking, considerable **knowledge** in a range of subject matter, and mastery of the **foundational skills** that enables them to fluently access printed language are well positioned to face the challenges of middle school. Some students, however, experience difficulty in one or more aspects of literacy development. These students are supported strategically to achieve the CA CCSS for ELA/Literacy at grades six through eight, so they are ready for what could be exciting and fulfilling years of high school. English learners achieve the standards while

also learning English as an additional language. Students with disabilities do so with appropriate supports and accommodations in accordance with their Individualized Education Program. (See chapter 9 in this *ELA/ELD Framework*.)

As noted throughout the framework, to serve students well, teachers conduct formative assessment processes along with interim and benchmark assessments to determine students' progress toward learning goals. What teachers learn about each student through these processes informs immediate and subsequent instruction, with the purpose being to close the gap between the student's current status and the learning goal (Heritage 2010). Students who are experiencing difficulty should be identified quickly; their specific needs diagnosed carefully, and intensive and targeted instruction provided deliberately by skillful teachers. By necessity, instruction for these students is differentiated and typically provided in small group settings. Teachers leverage all available resources at the site (and beyond, as appropriate) to ensure that each and every student advances as quickly as possible toward grade-level expectations. Schools employ a multi-tiered system of supports. Parents are included in the discussions. (See chapter 9.)

Chapter 2 in this *ELA/ELD Framework* identifies several important instructional approaches for supporting students strategically. For example, chapter 2 describes scaffolding instruction, use of students' primary language, and grouping—important supports in all grade levels. In this section, recommendations and findings from research about supporting adolescents who are experiencing difficulty in literacy include the following:

Overall

- Motivation often decreases over the years, especially in students who are experiencing academic difficulties, and so should be given thoughtful attention (Biancarosa and Snow 2006; O'Connor and Goodwin 2011). [See figure 6.2 in this chapter.]
- Extended literacy experiences are necessary for effecting change in reading and writing. A panel report recommended two to four hours of literacy instruction and practice daily that takes place in language arts and content classes (Biancarosa and Snow 2006).
- Content area classes should include a focus on disciplinary literacy and reinforce the skills that students experiencing difficulty are learning; at the same time, specialists should use content area materials as a basis for practicing the reading skills they are teaching (Biancarosa and Snow 2006; Carnegie Council on Advancing Adolescent Literacy 2010).

Meaning Making (reading comprehension)

- Reading extensively and widely and writing about what they are reading builds students' capacity to comprehend (Underwood and Pearson 2004).
- Explicitly teaching students to use strategies that good readers use, such as drawing on background knowledge and creating graphic organizers to gain control of the macrostructure of a text, improves comprehension (Biancarosa and Snow 2006; Underwood and Pearson 2004).
- Teaching students to use one or more metacognitive strategies, such as planning for a task and self-monitoring understanding, improves their comprehension of text (Klingner, Morrison, and Eppolito 2011).

Language Development

- Coordinating vocabulary instruction so that students have multiple exposures increases the likelihood that they will acquire targeted words (Butler, and others 2010).
- Integrating explicit vocabulary instruction into curricula enhances students' ability to acquire vocabulary from content-area textbooks and other texts (Kamil, and others 2008).
- Providing direct instruction in word meanings, instruction in strategies that promote independent vocabulary acquisition, and opportunities for rich discussion of texts enhances students' vocabulary acquisition (Kamil, and others 2008).

Effective Expression (writing)

- Explicitly teaching strategies for planning, revising, and/or editing has a strong impact on the quality of students' writing and is especially effective for students experiencing difficulty writing (Graham and Perin 2007).
- Setting specific reachable product goals, such as adding more ideas to a paper when revising or including certain structural elements, positively impacts writing quality of all students, including (tentatively) those experiencing difficulty (Graham and Perin 2007).
- Use of word-processing technologies is especially effective in enhancing the quality of texts of students experiencing difficulty with writing (Graham and Perin 2007).

Foundational Skills (word level reading) [from a summary by Curtis 2004]

- Systematic, explicit, and direct instruction produces the best results in word level reading. Instruction should target needs, be brief and multisensory, and applied.
- Instruction should emphasize high frequency spelling-sound relationships and emphasis should be placed on assisting students in identification of common syllables found within multisyllabic words.
- Instruction should focus on patterns and generalizations, not memorization of rules.
- Opportunities to practice identification of words in context should be frequent. Oral reading should occur in a setting in which teens are comfortable taking risks.
- Fluent reading should be modeled and students should have numerous opportunities to practice.
- Students should have opportunities to read independently.
- Study of word structure (e.g., affixes) and word origin (e.g., Latin) enhances students' ability to recognize words and access word meanings.

Support is provided on the basis of ongoing assessment. In other words, students receive the instruction they need; their time is not wasted with instruction in skills they already possess. Time is of the essence: assistance should be provided swiftly, be fast paced to accelerate learning, and address what is needed. Collaboration among all teachers is paramount for serving students experiencing difficulties. Special education teachers, reading specialists, ELD teachers, and content-area teachers should coordinate instruction; co-teaching and co-planning should be regular practices.

Each of the supports for students should be provided in a warm, inviting, and respectful environment that provides access to appropriate high-interest materials and educators committed to advancing the literacy of all students (Carnegie Council on Advancing Adolescent Literacy 2010).

English Language Development in Middle School

As EL adolescents leave their elementary years and progress through middle school, the content they encounter and the language they are expected to understand and produce in school become increasingly complex. The key content understandings and instructional practices described in previous sections of this chapter are important for all middle school students. However, for ELs' development of content knowledge and academic English, it is critical for teachers to create the intellectually rich, interactive, and inclusive types of learning environments called for in the CA CCSS for ELA/Literacy and the CA ELD Standards. School may be the only place where ELs have the opportunity to

All EL middle school students can engage meaningfully in complex, cognitively demanding, content-rich tasks requiring the use of academic English, as long as they receive appropriately scaffolded instruction to do so.

develop advanced content understandings and linguistic abilities in English. The CA ELD Standards provide teachers with guidance on what they can expect their ELs to be able to do as they gain increasing proficiency in English as an additional language. Teachers use the standards for planning and ongoing observation of ELs so that instruction is tailored to their specific learning needs. All EL middle school students can engage meaningfully in complex, cognitively demanding, content-rich tasks requiring the use of academic English, as long as they receive appropriately scaffolded instruction to do so.

Schools and districts need to be ready to welcome newcomer ELs (those students just arriving into the U.S. or who have been in the U.S. for a very short time).

Many ELs in California middle schools were born in the U.S. or arrived early in their elementary years, others are new or relatively new to English, and still others are somewhere in between. The needs of individual EL students in their early adolescent years vary widely and depend on a multitude of factors, including age on arrival to the U.S., immigrant status, prior schooling, primary language and literacy experiences, English language proficiencies, content knowledge, and many other things. Therefore, districts,

schools, and teachers should learn as much about their EL students as they can in order to provide them with the educational approaches that best support them to develop English and be ready for the challenges and demands of high school in an accelerated time frame.

Schools and districts need to be ready to welcome *newcomer* ELs (those students just arriving into the U.S. or who have been in the U.S. for a very short time). Some newcomer ELs are literate in their primary language and on par with—or even ahead of—their U.S. peers in terms of rigorous grade-level content knowledge, while others have experienced disruption in their schooling careers and have gaps in their literacy and content knowledge. Still other newcomer ELs arrive from regions assailed with extreme life circumstances, such as war or famine, and require specialized counseling and social services in addition to academic and linguistic support. Whether one or one hundred newcomer ELs arrive at a district at any given time, and whether newcomer ELs have limited or advanced content knowledge and literacy in their primary languages, middle school should be a place where all adolescent ELs can learn and thrive academically, linguistically, socio-emotionally. (For more on supporting newcomer ELs and their families, see the section on English language development in high school in chapter 7 of this *ELA/ELD Framework*.)

Most ELs in California middle schools are not newcomers to English but have been in the U.S. for many years, sometimes since birth. Some of these students begin middle school underprepared for the advanced levels of English and content knowledge required to fully engage with academic middle school subjects. Fluent in conversational English but challenged by academic English and disciplinary literacy tasks, these students may find it difficult to engage meaningfully in increasingly rigorous coursework. Schools should ensure that all ELs, including newcomer ELs, normally progressing ELs, and long-term ELs, are immersed in rich instruction that *accelerates* their understandings about and abilities to use academic English as they continue to develop increasingly complex content understandings. This type of instruction requires teachers to develop sophisticated understandings of the particular content knowledge and disciplinary literacy practices their EL students need to develop in order to be successful in the disciplines of English language arts, science, history/social studies, mathematics, and all other subjects.

Schools should ensure that all ELs, including newcomer ELs, normally progressing ELs, and long-term ELs, are immersed in rich instruction that accelerates their understandings about and abilities to use academic English as they continue to develop increasingly complex content understandings.

Like all students at this age, whether it is apparent or not, ELs in middle school look to their teachers as guides and mentors in their continuing apprenticeship in academic subjects and their transition from childhood into and through the teenage years.

Whether adolescent ELs are newcomers to English, are progressing steadily in their development of English, or have *stalled* in their development of academic English and content understandings, teachers are responsible for meeting each of their students wherever they are and facilitating their accelerated cognitive and linguistic development. This entails not only outstanding teaching; it also requires building relationships with students. Like all students at this age, whether it is apparent or not, ELs in middle school look to their teachers as guides and mentors in their continuing apprenticeship in academic subjects and their transition from childhood into and through the teenage years. Like all adolescents, EL students are more deeply engaged

with school learning when their teachers are respectful of who they are as individuals and of their communities and families and when they are confident that their teachers believe they can succeed at challenging academic tasks, care about their success, and provide high levels of support. Teachers' respectful attitudes and positive dispositions toward their EL students are critical for academic success and healthy social-emotional development.

The CA ELD Standards support teachers to focus on critical areas of English language development, and they set goals and expectations for how EL students at various levels of English language proficiency will interact meaningfully with content, develop academic English, and increase their language awareness. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards in all classes that include ELs as learners, and they are used as the focal standards for targeted language instruction that *builds into and from* the types of academic tasks EL students are engaged in throughout the day. The goals for comprehensive ELD are the following:

- Building students' abilities to engage in a variety of collaborative discussions about academic content and texts
- Developing students' academic vocabularies and grammatical understandings
- Building students' metalinguistic awareness in order to support close reading and writing of different text types
- Building students' abilities to write coherent and cohesive academic texts in English

Integrated and Designated English Language Development

This *ELA/ELD Framework* promotes the implementation of carefully designed and comprehensive systems that support all ELs to develop advanced levels of English in all content areas. This comprehensive approach to ELD includes *both* integrated and designated ELD. *Integrated ELD* refers to ELD throughout the day and across the disciplines for all ELs. In integrated ELD, the CA ELD Standards are used in all disciplines *in tandem with* the CA CCSS for ELA/Literacy and other content standards to support ELs' linguistic and academic progress. Teachers use the CA ELD Standards to inform their planning of intellectually rich academic experiences that are provided *through English*. Through these experiences using English meaningfully (e.g., through collaborative conversations, interpreting texts

This ELA/ELD Framework promotes the implementation of carefully designed and comprehensive systems that support all ELs to develop advanced levels of English in all content areas. This comprehensive approach to ELD includes both integrated and designated ELD.

they read, writing and multimedia projects), ELs build confidence and proficiency in understanding and demonstrating their content knowledge in English. In addition, when teachers support their students' development of *language awareness*, or how specific language resources (e.g., word choice, ways of putting sentences together) enable users of English to convey particular messages in powerful ways (e.g., in an argumentative text or oral debate), they learn to be more deliberate users of English. Through this dual development of academic English and language awareness, teachers support ELs to gain sophisticated understandings of language as a complex, dynamic, and social resource for making meaning; this dual development also helps students develop the ability to intentionally shift their language use based on discipline, topic, task, purpose, audience, and text type.

English learners build language awareness in designated ELD as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts).

Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* so that ELs develop the critical English language skills, knowledge, and abilities needed for rigorous academic content learning in English. Designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as a protected opportunity during the regular school day to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. English learners build language awareness in designated ELD as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). This language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language using these language resources. During designated ELD students engage in discussions related to the *content knowledge* they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also *discuss the new language* they are learning to use. For example, students might learn about the grammatical structures of a particular complex text they are using in science or ELA, or they might explicitly learn some of the general academic vocabulary used in the texts they are reading in ELA or social studies.

During designated ELD students engage in discussions related to the content knowledge they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also discuss the new language they are learning to use.

Designated ELD should not be viewed as a *place* but rather as a *protected time*. Depending on the particular learning needs of a school's ELs and the number of ELs at particular English language proficiency levels, a school may decide to extend the school day for ELs so that an extra period can be dedicated to time for designated ELD during the regular school day. This specialized course might include other non-EL students who need support in developing academic English related to their content learning in middle school coursework. A logical scope and sequence for English language development is aligned with the texts used and tasks implemented in ELA and other content instruction. Other schools, particularly schools with low numbers of ELs, may opt to provide dedicated time within the school day and within content courses when teachers can work with small groups of students. Some ELs, particularly those at the Bridging level of English language proficiency, likely

require less intensive designated ELD support than ELs at the Emerging or Expanding levels. Schools consider the needs of students when designing program supports and instruction. Regardless of the ways in which individual schools structure time for designated ELD, all ELs require both integrated and designated ELD.

Content teachers and teachers responsible for teaching designated ELD collaborate regularly in order to ensure that what is taught in designated ELD genuinely builds into and from content instruction and integrated ELD. Schools dedicate the time and resources needed for effective collaborations between teachers and for optimal student learning.

These decisions are made using a variety of data, including—first and foremost—EL students’ learning needs. Master schedules should be flexible enough to accommodate students’ transition out of specialized coursework when they are ready to do so. Content teachers and teachers responsible for teaching designated ELD collaborate regularly in order to ensure that what is taught in designated ELD genuinely builds into and from content instruction and integrated ELD. Schools dedicate the time and resources needed for effective collaborations between teachers and for optimal student learning. Regardless of the structure schools implement in order to provide designated ELD to their EL students, this coursework should not prevent any EL from participating in a comprehensive curriculum that includes full access to all core disciplines and electives,

such as the performing and visual arts, world languages, and other classes all students need in order to be college- and career-ready. Examples of integrated and designated ELD are provided in snapshots and vignettes in the grade level sections of this chapter. A lengthier discussion of a comprehensive approach to ELD is provided in chapter 2 in this *ELA/ELD Framework*.

Grade Six

Grade six is often the first year of middle school for students and represents a major transition in students' lives. Just entering adolescence, these students eagerly encounter new areas of study and new ways to express their growing literacy understandings. Grade six also represents a significant step in the CA CCSS for ELA/Literacy and the CA ELD Standards: argument replaces opinion in reading, speaking, and writing; separate literacy standards in the content areas make clear the literacy practices important in different disciplines; and thesis statements are expected in writing informative/explanatory texts. All students engage in meaningful collaborations with peers, read and savor new and exciting literature, and deepen their knowledge of academic English. Students who are ELs receive rich instruction in all content areas and a comprehensive program of English language development.

This grade-level section provides an overview of the key themes of ELA/literacy and ELD instruction in grade six. It also offers guidance for ensuring ELs have access to ELA and content instruction, including integrated and designated ELD instruction. Snapshots and vignettes bring several of the concepts to life.

Key Themes of ELA/Literacy and ELD Instruction in Grade Six

In this section, the key themes of ELA/Literacy and ELD instruction are discussed as they apply to grade six. These include **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. Instruction occurs in an integrated, motivating, engaging, respectful, and intellectually challenging context. Teachers recognize the importance of this grade level for students on the pathway toward the ultimate goals of transitional kindergarten through grade twelve schooling: developing the readiness for college, careers, and civic life; attaining the capacities of literate individuals; becoming broadly literate; and acquiring the skills for living and learning in the 21st century (figure 6.9). Each of the snapshots for grade six that follow is presented in connection with a theme; however, many snapshots illustrate several themes. The two vignettes at the end of the section for grade six depict integrated ELA and ELD instruction and designated ELD instruction based on the same topic and/or readings.

Figure 6.9. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

In grade six, meaning making grows in importance as students interact with texts of increasing complexity across all content areas. Beginning in grade six, the CA CCSS for ELA/Literacy emphasize argument rather than opinion, and students are expected to trace and evaluate arguments and provide summaries different from their personal opinions or judgments when analyzing texts. Teachers provide instruction that enables all students to comprehend text, and students read closely to gain understanding and construct meaning from texts. Students learn to monitor their own understanding as they read and use strategies to clarify any confusions that arise.

The goal of making meaning in grade six is to help students understand and use the information they read in meaningful ways. Standards for informational text and literature require students to analyze text and cite evidence to support their understanding of key ideas and supporting details. Grade six provides a foundation for later grades. For example, the grade six informational reading standards require students to determine a central idea of a text, analyze how a key individual or event is introduced, and determine an author's point of view (RI.6.2, 3, and 6). In subsequent grades, students perform the same analysis for multiple texts, ideas, and points of view.

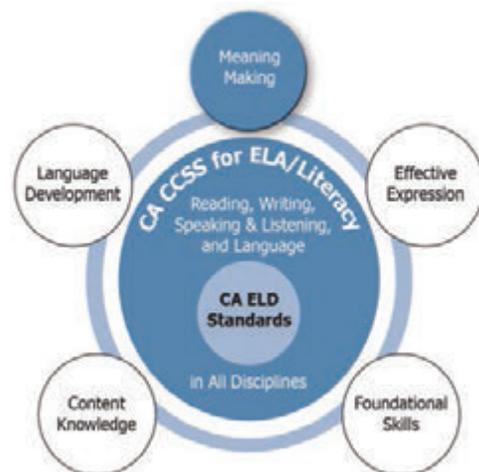
Summarizing is an important way to demonstrate understanding of text and clarify thinking. Although students have been expected to write summaries since grade four, in grade six students are expected to write summaries that are distinct from personal opinions, judgments, and prior

Summarizing is an important way to demonstrate understanding of text and clarify thinking. Although students have been expected to write summaries since grade four, in grade six students are expected to write summaries that are distinct from personal opinions, judgments, and prior knowledge.

knowledge. Effective summarizing involves identifying a topic sentence and deleting redundant and trivial information to identify a passage's main idea. Often graphic organizers can be used as a scaffold to support learning to write summaries of more complex text (Boardman, and others 2008). For example, a teacher might model how to summarize a passage from a history textbook by using a piece of paper folded into thirds—recording on each third the main idea, key details, and important supporting evidence. In partners, students would each write a summary sentence based on the information in the top third of the paper and read their sentences to their partners to compare. Students then answer the following questions: If you had not read the text yourself, would you be able to understand this sentence's main idea? Why or why not? Is there anything important that should be added? What is it? Is there anything

unimportant that could be left out? What is it? Students discuss their responses and revise their summaries based on the feedback they receive (Schoenbach, Greenleaf, and Murphy 2012).

In the following snapshot EL students become aware of the language resources used in stories and for summarizing stories during designated ELD instruction.



Snapshot 6.1. Summary and Analysis of Stories Designated ELD Connected to ELA in Grade Six

In English language arts, students in Ms. Chanthavong's sixth-grade class summarize and analyze stories in a variety of ways (e.g., during a teacher-led lesson, during writers' workshop, with a peer). During the analysis, students focus on the overall structure of stories, how elements such as setting and plot interact, the development and point of view of the characters, and the theme or central idea.

During designated ELD time, Ms. Chanthavong continues to promote summary and analysis of stories by expanding the pool of language resources her ELs draw upon during their oral discussions and written analyses. She shows her students how, in the different stages of narratives (e.g., *exposition*, *rising action*, *climax*, *falling action*, and *resolution*), authors use linking words or transitional phrases to guide readers through the story. She explains how these language resources are also useful for retelling stories, writing original stories, and for writing analyses of stories (i.e., literary criticism). For example, in *exposition*, adverbial phrases referring to time and place serve to orient the reader to the setting (e.g., *in a faraway land*, *one day in late summer*, *on the vast plains*). In the *rising action* and *climax* stages, words and phrases suggesting manner or mood can be used to introduce conflicts or plot twists (e.g., *unexpectedly*, *out of the blue*, *all of a sudden*). In the *falling action* and *resolution* stages of narratives, writers can employ words and phrases that suggest conflict resolution and relationships between events (e.g., *consequently*, *ultimately*). The teacher supports her students' understanding of how these words and phrases create cohesion by helping students locate relevant examples of such usage in the texts they read, and subsequently encouraging students to use these strategic language resources in their own writing.

Ms. Chanthavong also helps her students build language resources to summarize and analyze a story's elements. For example, she builds students' vocabulary for expressing their ideas and opinions by creating word banks (e.g., synonyms for *think* might include *believe*, *interpret*, *propose*, *come to the conclusion* while a word bank for *says* might include phrases and words like *suggests that*, *indicates*, *demonstrates*). She creates similar word banks for adjectives describing characters (e.g., *jealous*, *courageous*, *empathetic*) or adverbials that indicate time, manner, or place (e.g., *throughout the winter*, *fearlessly*, *along the coast*). The teacher often co-constructs word banks with her students and teaches some vocabulary explicitly (especially general academic vocabulary) so that students can refer back to the word banks as they discuss and compose texts.

During designated ELD, Ms. Chanthavong provides additional structured opportunities for her students to practice using these new language resources so that during ELA they will be able to use the language more confidently when summarizing and analyzing texts.

CA ELD Standards: ELD.PI.6.6b, 8, 10, 12; ELD.PII.6.2b, 3–5

CA CCSS for ELA/Literacy: RL.6.2–4; W.6.3; SL.6.4; L.6.6

Text-dependent questions, as developed by Kilgo (2003), is another research-based strategy that can be used to promote meaning making with various types of complex text. In this approach, teachers analyze the text and develop questions to help students comprehend the text at increasingly levels of depth. The questions encourage close reading of the text and support students as they write about the ideas from the text. Students craft their own questions to strengthen comprehension as well. The following are characteristics of these questions:

- Can only be answered with evidence from the text
- Can be literal (checking for understanding) but must also involve analysis, synthesis, and evaluation
- Focus at the word, sentence, and paragraph level, as well as larger ideas, themes, or events
- Focus on difficult portions of text in order to enhance reading proficiency
- Can also include prompts for writing and discussion questions

Questioning helps students process information deeply and relate it to their prior knowledge (Pressley, and others 1992). Four types of questions (labeled as Find It, Look Closer, Prove It, and Take It Apart) serve as a shared language for students and teachers to talk about questioning practices and, when necessary, make explicit the processes underlying reading and listening comprehension. Some question types elicit higher level thinking by requiring students to synthesize information to produce an answer or make complex inferences. Figure 6.10 provides a description and examples of each of the four types of questions and corresponding standards.

Figure 6.10. Text-Dependent Questions

Type	Description of Question	Example Questions	CA CCSS for ELA/Literacy
Find It	Most literal: requires reader to find explicitly stated facts and details in text that relate to the main idea	Who is . . . ? Where is . . . ? What is . . . ? When is . . . ? When did . . . ? How many . . . ?	RL/RI.6–8.1 RH/RST.6–8.1
Look Closer	Literal: but requires searching in more than one place	Compare and contrast . . . Explain . . . Summarize . . . What do the facts or ideas show . . . ? How would you rephrase the meaning?	RL/RI.6–8.2 RL.6–8.7 RL.6–8.9 RI.6–8.4 RH/RST.6–8.2
Prove It	Inferential: readers search for clues/evidence to support their answers (analyzing or evaluating information)	Identify main idea . . . Draw conclusions . . . Make predictions . . . Make inferences . . . What is the theme . . . ? What is the central idea . . . ?	RL/RI.6–8.3 RI.6–8, Standards 7–9 RH/RST.6–8.3

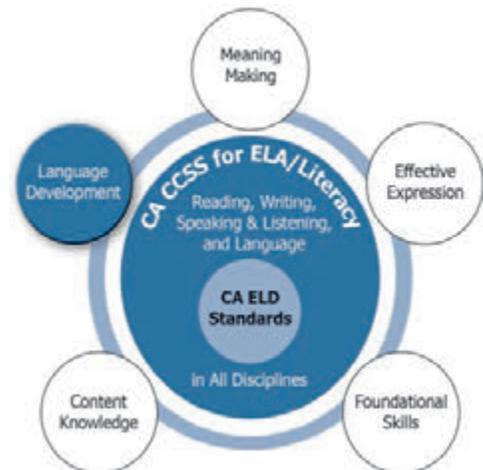
Type	Description of Question	Example Questions	CA CCSS for ELA/Literacy
Take it Apart	Analyze text structure and organization	<p>The first paragraph is important because . . .</p> <p>How has the author organized the information (cause/effect, clues/evidence, chronological, etc.)?</p> <p>Why does the author use a chart, illustration . . . ?</p> <p>The author uses description to tell . . . give an example from the text.</p>	<p>RL/RI.6–8, Standards 4–6</p> <p>RH/RST.6–8, Standards 5–6</p>
<p>Source Adapted from Kilgo, Margaret J. 2003. <i>Trailblazers Reading Explorers Tutoring Program: Comprehension Through Deductive Reasoning</i>. New Rochelle, NY: Benchmark Education.</p>			

Language Development

As noted in the overview of this chapter, language development spans all areas of ELA/literacy and ELD: understanding written texts; producing written texts and oral presentations; as well as knowledge and use of standard English grammar and usage, and of vocabulary. Thus, elements of academic language are addressed in the sections on meaning making, effective expression, and content knowledge for each grade. This section highlights vocabulary acquisition and use for grade six. As discussed in previous chapters, a multi-faceted approach is taken to develop vocabulary, including establishing a word-conscious environment, teaching specific words, teaching word-learning strategies, and providing multiple opportunities to experience and use new vocabulary. Standards new to grade six include the following:

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4d)
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (L.6.5b)
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). (L.6.5c)
- Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6)

The following snapshot presents designated ELD instruction connected to world history in which vocabulary is an important element. It addresses many components of ELA/literacy and ELD in addition to vocabulary as well.



Snapshot 6.2. Reading Complex Texts About Slavery in Ancient History Designated ELD Connected to World History in Grade Six

In social studies, students in Mr. Powell’s sixth-grade class listen to and read complex texts about slavery in different societies, such as ancient Egypt and Rome. They collaboratively engage in discussions, in which they explain and analyze important elements of slavery, distinguishing between fact, opinion, and reasoned opinion. As they write arguments, they evaluate information in the texts they have read and the multimedia they have viewed, support their claims with evidence, and use credible sources.

During designated ELD time, Mr. Powell shows his students models of arguments, focusing on how the arguments are structured, and points out specific vocabulary and grammatical structures students may want to adopt when they discuss and write about their own claims. He guides the students in evaluating how well the author uses language in the texts to support claims or present ideas. To make his thinking visible, Mr. Powell explains his own reasoning (e.g., how well the language used to illustrate an idea conveys the intended message). He explicitly teaches some of the important vocabulary and phrases necessary for understanding and discussing texts about slavery (e.g., *slave/slavery/enslave, capture, justify, spoils of war, emancipate/emancipation*) and provides sentence frames for collaborative conversations, so students can practice—in meaningful ways—new grammatical structures they will need to explain their ideas in both speaking and writing (e.g., *Depending on the way slaves were captured, _____; In this section of the article, the author explains how _____*).

Importantly, Mr. Powell provides extended opportunities for students to discuss their claims and reasoning with evidence from the texts using the vocabulary and grammatical structures they are learning. As students build up these language resources, he guides them in spoken and written practice using the language resources so that they will eventually feel more confident using these language forms in independent writing.

CA ELD Standards: ELD.PI.6.1, 3, 4, 6a-b, 7, 10a, 11a, 12; ELD.PII.6.1, 4–7

CA CCSS for ELA/Literacy: RI.6.1, 3, 4; W.6.1c-d; SL.6.1, 4; L.6.3, 6

Related CA History Social–Science Standards:

6.2. and 6.7. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush (6.2) and during the development of Rome (6.7).

Effective Expression

Students who have achieved the standards in the previous grades demonstrate the ability to express themselves in writing, discussing, and presenting, and they demonstrate considerable command of language conventions. Expectations and examples of instruction for grade six in effective expression are discussed in the following sections.

Writing

In grade six, expectations for students’ writing content, skills, and strategies build on those in grade five while expanding in specific ways. Most notable is the move from writing opinion pieces in grade five to writing arguments to support claims with clear reasons and relevant evidence in grade six (W.6.1). In addition students



use credible sources in writing arguments and organize their claims and evidence clearly. Students continue to write informative/explanatory texts; however, the way in which students select, organize, and analyze relevant content when writing is more specific and advanced (W.6.2) and for the first time includes a thesis statement. Students also continue to write narrative texts, which now contain relevant descriptive details and well-structured event sequences (W.6.3).

Regardless of text type and purpose, students write primarily in response to text or texts while establishing and maintaining a formal style. They also conduct short research projects to answer a question. For the first time students are expected to use multiple print and digital sources, assess the credibility of each source, and quote data and conclusions while avoiding plagiarism. Keyboarding is more important; students are expected to type three pages in a single sitting in grade six—increasing from the two expected in grade five and the one in grade four. Students demonstrate greater independence in using technology, including the Internet, to produce and publish writing and interact with others.

Students write for many purposes and many time frames and use a process for planning, composing, revising, and editing.

In the following snapshot, students analyze data, write an argument, and present their findings in mathematics in response to a real-life scenario.

Snapshot 6.3. Choosing and Defending a Unit of Data Analysis Integrated Literacy and Mathematics Lesson in Grade Six

Ms. Smith has been teaching a unit on data analysis to her sixth-grade class. She has provided vocabulary instruction to ensure that her students have an understanding of the terms *mean*, *median*, *mode*, and *range* as well as how these measures of central tendency and spread are applied when organizing and analyzing data. Ms. Smith wants to assess her students' knowledge and skills and also have the students reflect on their own skill levels, so she prepares a set of small scenarios involving real-life situations in which data have been collected. Once she has modeled the process, the students will identify the most appropriate measure of central tendency (mean, median, mode) to use for analyzing the data, construct a viable argument using text and data from the scenario to defend their choice, and critique the choices and reasoning of others during fellow students' presentations.

Ms. Smith knows she will need to thoroughly explain how to complete the data analysis for a scenario and how to defend the choice of data analysis. After a demonstration lesson which includes presenting and defending her choice, she will check for understanding by distributing a rubric designed for this task and ask the students to pair up and *grade* her model. Following brief whole-class discussion, a few pairs share their thoughts. Ms. Smith then distributes the set of scenarios to the students. She gives students an opportunity to independently skim and then briefly discuss the scenarios in their table groups and ask one another clarifying questions. As students discuss the vignette, Ms. Smith circulates around the room listening to their discussions and answering questions, as needed. She then asks students to repeat the directions for the activity, calling on several students to add detail. This open discussion further enables all students to understand the task before them.

Next, students are given time to study one scenario, determine what they believe the most appropriate measure of data analysis would be, and work together in pairs to write a draft argument defending their choice. While students use the data analysis rubric to share, review, and fine-tune their drafts with partners, Ms. Smith provides support to students, as needed.

Snapshot 6.3. Choosing and Defending a Unit of Data Analysis Integrated Literacy and Mathematics Lesson in Grade Six (cont.)

The students then create a poster of their work to present to the class as a final draft. After students present their posters, they are displayed throughout the room. Once the last presentation of the day has been given, students will then conduct a *gallery walk* where, again, working with a partner, they examine their peers' posters and put a sticky note on each one, stating whether or not they believe the argument has been adequately supported and why.

Sample Scenario

The owner of a car dealership is looking to promote a salesperson to the position of Sales Manager. He decides to look at the number of cars and trucks each salesperson sold over a four week period. Since data are easier to read in a table, the owner constructs the table below. The owner spent many days thinking about how best to look at the data to be fair to all his employees. He eventually decided to ask his employees to make an argument as to why they should be the one promoted.

Some of the employees believe John is a good candidate for promotion, but they do not know how to analyze data and would appreciate your help. Determine which measure of central tendency is most appropriate to use to represent how many cars and trucks John sold in a four week period. Since these employees must meet with the owner, they also need to justify why this measure of central tendency best represents John's skills as a salesperson. (Construct a viable argument.) Remember, John wants this job promotion, but he also must be honest with the owner.

Car and Truck Sales

	Jennifer	José	John	Ahmad	Tim
Week 1	7	5	0	8	7
Week 2	4	4	9	5	4
Week 3	6	8	8	8	6
Week 4	5	9	7	6	8

By engaging in mathematics argument writing and critiquing the arguments of others in writing, the students in Ms. Smith's class learn to reason like mathematicians while simultaneously strengthening their abilities to understand and use the language of mathematics.

CA CCSS for ELA/Literacy: WHST.6–8.1; RST.6–8.7

Related CA CCSS for Mathematics:

MP.3 Construct viable arguments and critique the reasoning of others.

6.SP.5.c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

In the writing sample in figure 6.11, the student author demonstrates achievement of Writing Standard 3 for narrative writing. (See sections for grades seven and eight in this chapter for examples of student writing for argument and informative/explanatory text types.)

Figure 6.11. Grade Six Writing Sample

<p style="text-align: center;">How the great Saltwater came to be</p> <p>A long, long time ago, there were many gods. Two were Sarias the salt god, and Walior the water god. They argued quite a bit and all of the other gods were sick of it. So was a newt named Yellow-Belly. It was the middle of the summer and one day when the gods were on a ship, Yellow-Belly had also snuck aboard. Once again, they were arguing and Yellow-Belly decided to put a stop to it once and for all.</p> <p>“Sarias how can you put up with that insolent Walior? You guys should have a battle and whoever loses will be dead and you won’t have to worry about arguing anymore.”</p> <p>Meanwhile up in the sky the other gods are trying to figure out a way to get the two gods to stop arguing but they didn’t want it to be in a violent way. They have no idea what the shrewd newt Yellow-Belly was up to.</p> <p>Yellow-Belly gets Walior alone and now he want Walior to have a battle too. “Walior why are you just sitting here you guys should have a battle to the death so that you won’t have to argue about who’s right anymore.”</p> <p>“Well Yellow-Belly I don’t know what if I lose and get killed?”</p> <p>“Walior are you really asking me that? Of course you won’t lose and get killed. I mean you are the better of the two. You are more handsome and way stronger. You have nothing to lose by having a battle because Sarias is sure to lose.”</p> <p>“Of course you are right Yellow-Belly and that is a great idea.”</p> <p>Now Yellow-Belly has Walior eager to do battle with Sarias, but what if Sarias doesn’t agree?</p> <p>“So Sarias have you made up your mind on whether you will have a battle with Walior?”</p> <p>“No not really because I am worried that Walior might win.”</p> <p>“Oh you mean that great buffoon. He couldn’t beat you if your eyes were shut and your hands tied up my lord. You have no need to worry about him because YOU are sure to be the winner. You are smaller sure but you have cunning and fearlessness on your side. I mean, have you lost a battle yet? No, because you are the best god ever.”</p> <p>“I guess you are right and I will do as you suggest. But what about Walior?”</p>	<p>Engages and orients the reader by establishing context for narrative to follow. Main characters are introduced – Sarias the salt god, Walior the water god, and the most important character (protagonist) the newt Yellow-Belly. The arguing between the two gods becomes the focus/ conflict of the narrative.</p> <p>Uses dialogue to develop characters and events, so that the plot develops.</p> <p>Uses transitional phrase to signal shift in setting</p> <p>Uses dialogue to develop character, which shows the reader how clever Yellow-Belly is</p> <p>Uses precise words and phrases, relevant descriptive details to develop action, events, and characters</p>
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“Oh don’t worry about him my lord I have already taken care of him. He will die at your hand.”

“All right you gods are you ready for your battle? You know who will win and you don’t need to worry about it.”

“So Sarias, you sure you want to do this? You know that I will win because I am much more handsome and I am way stronger.”

“Even so Walior I am more cunning and I haven’t lost to any beast yet.”

“There’s always a first time Sarias.”

There was a great battle that lasted 8 days and 8 nights. Eventually Sarias emerged victorious. As he was standing over Walior and gloating: “Ha ha I have killed you W . . . ”

As he said this Walior reached up and slashed him in the stomach. As Sarias fell from the pain, his great-sword plunged into Walior’s heart. And so the great Sarias won the battle but he died in the end from his stomach wound because Walior had been very vicious and had cut a major artery. And so they both died because of a newt who was fed up with their antics. After they died, they both had left behind great quantities of both salt and water. The other gods saw it and they had to figure out what to do with all of that salt and water.

They were smart and they did the smartest thing that they could think of. They mixed all of the salt with all the water, and they made salt water. Then they picked a HUGE place to distribute all of it and there is now salt water because of that crazy newt, Yellow-Belly.

But of course, Yellow-Belly had to be punished. However, the other gods were so happy because they didn’t have to deal with arguing between the deceased, that they didn’t want to punish Yellow-Belly very much. They just sentenced him and all of his descendants to a life in pond water with NO talking.

Uses dialogue to develop character. This time, the dialogue is between the two gods, which again shows the reader how clever Yellow-Belly has been in setting up this action.

Uses transitional words (eventually) to signal shifts from one time frame to another

Uses precise sensory language (slashed him in the stomach, plunged into Walior’s heart, vicious)

Provides a conclusion which follows from the events and focus / conflict of the narrative

Annotation

In this narrative, the writer tells the story of how the seawater became salty, in the manner of a myth or legend. She focuses it around the conflict between two gods, the god of salt and the god of water. The protagonist is the newt, whose interests and actions to get the gods to stop arguing drive the plot of the narrative.

The writer has organized a well-structured event sequence that unfolds naturally to develop the story line. She uses transition words and phrases to move the plot along, and to signal shifts in time frame and setting (*meanwhile, up in the sky*).

The writer makes the tricky and clever character of the newt very clear throughout. Most of the action and character development is done through dialogue. There is some precise descriptive sensory language used, as well. At times, it would be helpful to have a bit more description or *narrator voice* along with the dialogue, but in general the writer controls this plot and character development well.

The narrative concludes with “how we got salt water,” which follows well from the narrated events.

Source

Student Achievement Partners. 2013c. “Collection of All In Common, Writing Samples, K-12.” *Achieve the Core*.

Teachers carefully examine their students’ writing to determine the students’ achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work, and for EL students, teachers also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

Discussing

Collaborative discussions remain an important element of instruction in grade six. As with reading and writing, students now refer to evidence on the topic, text, or issue during discussions. Students demonstrate understanding of multiple perspectives through reflection and paraphrasing during discussions as well.

Teachers guide students to develop their collaboration and discussion skills by using techniques that promote productive and equitable group work. Methods such as reciprocal teaching, expert group jigsaw, and literature circles can provide students with structured opportunities to engage in collaborative discussions as they grapple with understanding a selection of text. These strategies may involve assigning students specific roles for their small group discussions. Teachers should take time to teach students the responsibilities of each role so they can work independently when they break into small groups. Figure 6.12 presents an expanded version of the small-group roles presented in chapter 5.

Methods such as reciprocal teaching, expert group jigsaw, and literature circles can provide students with structured opportunities to engage in collaborative discussions as they grapple with understanding a selection of text.

Figure 6.12. Small-Group Roles for Nonfiction Discussions

Summarizer	<p>Good readers can pick out the important concepts from the reading and retell them in their own words.</p> <p>Your job is to prepare a clear summary of the text to share with your group. Identify three to five key ideas or important concepts from the text, excluding any specific details. You may need to synthesize or combine the ideas to make sure the summary provides a clear overview of the text's purpose and main points. Depending on your particular reading, develop a paragraph or list of sentences that retells these concepts using your own words.</p> <p><i>How will you involve other participants in the discussion?</i></p> <p>Be prepared to go over the aspects of a good summary and ask the group how to improve yours.</p>
Connector	<p>Good readers make connections between what they are reading and what they already know in order to help make sense of the text.</p> <p>Your job is to find connections between the reading and the outside world, including connections to your own life, previous readings, content you have learned from class or news sources, or other information that this text reminds you of. Make at least three connections to specific sections of the reading. For each one, identify the page number (and/or paragraph number) of the text you are connecting to, explain the connection, and if possible, share how this helps you understand the reading better.</p> <p><i>How will you involve other participants in the discussion?</i></p> <p>Find out if the other members of the group share similar connections. How could you challenge the group to make a connection to previous readings or learning from this class?</p>
Questioner	<p>Good readers ask questions as they read, noticing when they are confused, curious, or interested in the text.</p> <p>Your job is to generate questions that you have about the text. Notice questions that pop up as you read and also take time to think of questions after reading. You might include questions you would like to investigate, questions about understanding a key word or important concept, or any other questions you think the group might like to discuss. Write down at least five questions. For each one, write the page number (and/or paragraph number) of the text it corresponds to.</p> <p><i>How will you involve other participants in the discussion?</i></p> <p>Prepare educated guesses or a sample response to the questions whenever possible, but when sharing your questions, give others a chance to respond first.</p>

<p>Passage/ Quote Finder (nonfiction) or Literary Luminary (fiction)</p>	<p>Good readers notice interesting, funny, puzzling, or important sections of the text that catch their attention.</p> <p>Your job is to locate a few special sections of the reading that the group should review and discuss. Find at least three special passages that <i>jumped out</i> at you as you were reading. These might be passages that seem especially important, puzzling, written well, controversial, or striking in some way. For each one, identify its page number (and/or paragraph number) and write down your reason for picking it.</p> <p><i>How will you involve other participants in the discussion?</i></p> <p>Describe how you plan on sharing and discussing the passage with the group (e.g., read aloud, ask someone to read, read silently). What follow-up questions could you ask to spark ongoing conversation?</p> <p><i>Note: This role can be presented as Quote Finder and require students to look for and write down a particular quote.</i></p>
<p>Textbook Detective (nonfiction) or Researcher (fiction)</p>	<p>Good readers notice the key features of nonfiction text that alert you to important information.</p> <p>Your job as Textbook Detective is to identify examples of key features in the text that help you understand important ideas. Look for examples of special fonts, illustrations or photographs, graphics, and text organizers (headers, glossary, preface, or vocabulary list). Note the page number, paragraph number, and/or location of the features and describe the important idea they are calling to your attention.</p> <p><i>How will you involve other participants in the discussion?</i></p> <p>Decide how you will help members find and discuss these features. For example, you might ask “What does this particular part of the text tell us?” or “Did anyone else notice this feature when they were reading?”</p>
<p>Illustrator</p>	<p>Good readers are able to visualize what they read about to help make the text clearer and easier to understand.</p> <p>Your job is to create three drawings connected to the reading to share with the group. They can be any combination of drawings, diagram, graph, flowchart or anything else that helps present the information visually. You might want to draw something complex or difficult to understand, an idea that interests you, or something from the text that is easy to draw. Write the page number (and/or paragraph number) within text that this drawing refers to.</p> <p><i>How will you involve other participants in the discussion?</i></p> <p>When your group meets, do not tell them what the drawing is about. Let them guess and discuss it first, then tell them what the drawing is about and why you chose it. (You might prepare some clues in case your classmates are stuck.)</p> <p><i>Note: This can be an especially effective role for all students to complete before beginning work on a complex science lab or any assignment that is difficult to understand. For example, you might require students to draw a visual for each component of a lab procedure to demonstrate their comprehension of the activity before beginning the lab.</i></p>

<p>Word Wizard</p>	<p>Good readers are able to pick out key terms or words in a reading and use clues to figure the meaning of new vocabulary.</p> <p>Your job is to be on the lookout for words that have special meaning, that interest you, or that you think are very important to the story. Find at least five words. Mark some of these key words while you are reading, and then later jot down their definitions, either from the text or from a dictionary or other source. For each one, identify the page number (and/or paragraph number) it is located on and describe why you chose it.</p> <p><i>How will you involve other participants in the discussion?</i></p> <p>Decide how you will help members find and discuss these words. For example, you might ask, "How does this word fit into the reading?" or "Does anyone know what this word means?"</p>
<p>Discussion Director</p>	<p>Your job is to make sure the group discussion stays on track and that everyone participates. Make a list of what a good discussion would look like. What are questions or prompts you can ask to help the group have a good discussion?</p> <p><i>Note: This role can also be added to the role of Summarizer, Questioner, or Passage Master, with the idea that the Discussion Director will present first and then open up discussion to the group. She or he can also ask participants to share their preparation and ask follow-up questions or make connections that help to build ideas.</i></p>
<p>Source Adapted from Daniels, Harvey. 1994. <i>Literature Circles: Voice and Choice in the Student-Centered Classroom</i>. York, ME: Stenhouse.</p>	

Presenting

Students' presentations become more formal in grade six as do expectations for listening to and analyzing information presented orally and through multimedia. For the first time, students are expected to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Students present claims and findings in argument, narrative, informative, and response to literature presentations on a regular basis in grade six (SL.6.4). Specifically in grade six, they plan and deliver an informative/explanatory presentation that mirrors many of the expectations in writing (SL.6.4a). Presentations include multimedia components (e.g., graphics, images, music, sound) and visual displays to clarify information.

For the first time, students are expected to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Students present claims and findings in argument, narrative, informative, and response to literature presentations on a regular basis in grade six.

Using Language Conventions

Students in grade six increase their command of conventions of standard English grammar and usage when writing and speaking and capitalization, punctuation, and spelling when writing. They retain and further develop the skills learned in previous years and learn and use new conventions. Conventions are learned through rich instruction and by analyzing model texts and the use of conventions in students' own writing.

New to grade six are the following:

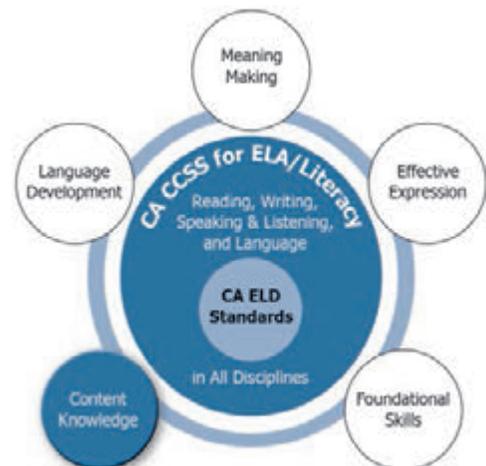
- L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive)
- L.6.1b. Use all pronouns correctly
- L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person
- L.6.1d. Recognize and correct vague pronouns
- L.6.1e. Recognize variations from standard English in own and others' writing and use strategies to improve expression in conventional language
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements
- L.6.2b. Spell *correctly*

Students improve as they develop their ability to edit their own writing, identifying and correcting their own errors in language conventions. To learn and use conventions effectively students need to write frequently for shorter and extended time frames and receive strategic feedback from their teachers.

Content Knowledge

Reading and interacting with literature and informational text, conducting research, and reading widely and independently build students' knowledge of content in ELA and other disciplines. Students in grade six engage in the study of literature, literary nonfiction, and nonfiction in ELA and other disciplines. Literature study, although not confined exclusively to ELA, primarily occurs in ELA classrooms. As students face increased literacy demands in all content areas in grade six, improved comprehension becomes ever more critical to their academic success. As discussed in meaning making, strategy instruction is an important part of ensuring comprehension; no substitute exists, however, for participation of all students in a full curriculum in all content areas. Knowledge of content, including literature, increases proficiency in all the language arts—most notably reading comprehension.

The following snapshot depicts a historical investigation, in which students read and analyze primary and secondary sources, write short responses, and participate in small-group and class discussions.



Snapshot 6.4. River Systems in Egypt, Mesopotamia, and India Integrated ELA/Literacy and World History Lesson in Grade Six

Mr. Pletcher is teaching his sixth-grade students about the formation of early civilizations in Egypt, Mesopotamia, and India along the Nile, Tigris, Euphrates, and Indus river systems. Using information from the Education and the Environment Initiative Curriculum, Mr. Pletcher poses this historical investigation question: How did the advantages and challenges of river systems lead to the rise of civilizations in Egypt, Mesopotamia, and India?

So that students can locate the key river systems and early civilizations, Mr. Pletcher begins the lesson with a map activity. Then he projects NASA satellite images of the Nile River delta, the 2010 flooding along the Indus River, and the desert landscape surrounding the irrigated zone along the Tigris and Euphrates Rivers. He also shows his students artwork from these civilizations that depict rivers. He asked students to brainstorm the advantages and challenges of river systems and recorded their answers on the board.

Next, Mr. Pletcher gives the students a secondary text that explains the concept of *civilization*, provides historical context and examples from the Egyptian, Mesopotamian, and Indus River civilizations, and contains short paragraphs on key terms, such as *city*, *urban*, *centralization*, *society*, *religion*, *government*, *division of labor*, *irrigation*, and *dikes*. Each key term is defined in the paragraph. Follow-up questions in the text prompt students to explain each key term and to state how it is related to the development of early civilizations. The final paragraph of the text selection gives a summary definition of civilization, which students then restate in their own words. After students read the text and answer the vocabulary questions, Mr. Pletcher leads a whole class discussion about their answers and records a class definition of civilization on the board.

He then divides the class into small groups, giving each a graphic organizer with four columns and four rows. In the first column, students are instructed to identify two advantages and two challenges of river systems. In the second column, students write how the advantage or challenge led to the rise of civilization. In the third column, students record specific evidence from the text (on Egyptian, Mesopotamian, or Indian civilizations), and in the fourth column, they cite the source of the evidence (e.g. page number and paragraph).

To conclude, Mr. Pletcher leads the class in a discussion about the historical investigation question: How did the advantages and challenges of river systems lead to the rise of civilizations in Egypt, Mesopotamia, and India? Students cite textual evidence to support their answers.

CA CCSS for ELA/Literacy: SL.6.1; RH.6–8.1; RH.6–8.4; RH.6–8.7

Related CA History–Social Science Standards:

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Source

Adapted from

California Department of Resources Recycling and Recovery. 2011. "6.2.1. River Systems and Ancient Peoples."
California Education and the Environment Initiative Curriculum.

Snapshot 6.4. River Systems in Egypt, Mesopotamia, and India Integrated ELA/Literacy and World History Lesson in Grade Six (cont.)

Additional Information

- California Department of Resources Recycling and Recovery. Education and the Environment Initiative. "California Education and the Environment Initiative Curriculum." <http://www.californiaeei.org/curriculum/>

Content knowledge, as are all the themes, is supported by wide reading. Teachers should plan a program of independent reading that encompasses literature, literary nonfiction, and nonfiction. See the section on wide reading and independent reading in chapter 2 and in the overview of the span in this chapter.

Foundational Skills

Ideally by the time students enter grade six, their knowledge of foundational skills is well established. They have a large base of sight words, and they rapidly and effectively employ word recognition skills to identify new printed words. Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, however, as it should, with the text and the task. Based on an extensive study of oral reading fluency, Hasbrouck and Tindal (2006) recommend that students scoring more than 10 words below the 50th percentile receive additional instruction that targets fluency. (See figure 6.13.)

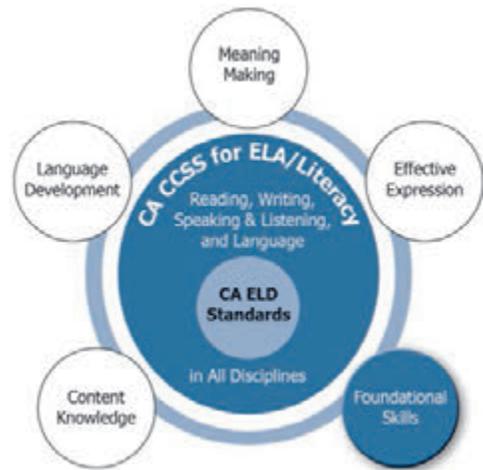


Figure 6.13. Mean Oral Reading Rate of Grade Six Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	177	195	204	0.8
75	153	167	177	0.8
50	127	140	150	0.7
25	98	111	122	0.8
10	68	82	93	0.8
*WCPM = Words Correct Per Minute **Average words per week growth				
Source Hasbrouck, Jan, and Gerald A. Tindal. 2006. "Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers." <i>The Reading Teacher</i> 57: 646-655.				

Fluency rates should be cautiously interpreted with all students. See the discussion of fluency in the overview of the span in this chapter and the section on supporting students strategically. The primary way to support students' fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students should have authentic reasons to reread text because rereading also supports fluency.

For information on teaching foundational skills to middle school students who need it, see the section on supporting students strategically in the overview to the span of this chapter. See also chapter 9 on access and equity.

English Language Development in Grade Six

In grade six, ELs learn English, learn content knowledge through English, and learn about how English works. English language development occurs throughout the day across the disciplines and also during a time specifically designated for developing English based on ELs' language learning needs. In integrated ELD, teachers use the CA ELD Standards to *augment* the ELA and other content instruction they provide. For example, to support ELs at the Emerging level of English language proficiency, particularly ELs who are new to the U.S. and to English, to write an informational text (e.g., an autobiography), teachers might have the students read and discuss short autobiographies as *mentor texts*. They explicitly show the students how autobiographies are organized, specific information typically included in autobiographies, and particular language useful for this text type (e.g., text connectives for showing when things happened in time, such as "when I was ten," "after I came to the U.S."). Teachers also provide sentence or paragraph frames for students to use in their autobiographies and provide bilingual dictionaries and thesauruses, so students can include precise vocabulary and new grammatical structures to convey their knowledge of the topic. Providing opportunities for newcomer ELs to read and discuss texts in their primary language can also help them compose these text types in English.

Students at the Expanding and Bridging levels of English language proficiency likely do not need this level of linguistic support. As they progress in their understandings of English and their capacities to use English to convey meanings, ELs increase in their ability to write longer texts independently and to write specific types. However, all EL students need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 6.14 presents a section of the CA ELD Standards that teachers can use, in tandem with the CA CCSS for ELA/Literacy and other content standards, to plan instructional support differentiated by proficiency level.

As they progress in their understandings of English and their capacities to use English to convey meanings, ELs increase in their ability to write longer texts independently and to write specific types. However, all EL students need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion.

Figure 6.14. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum		
Emerging	Expanding	Bridging
<p>10. Writing</p> <p>a. Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently.</p>	<p>10. Writing</p> <p>a. Write longer literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization.</p>	<p>10. Writing</p> <p>a. Write longer and more detailed literary and informational texts (e.g., an argument about protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p>

Designated ELD is a protected time during the regular school day when qualified teachers work with ELs. Students are grouped by similar English proficiency levels, and teachers focus on critical academic language students need to develop to be successful in academic subjects. Designated ELD time is an opportunity to delve more deeply into the linguistic resources of English that ELs need to develop to engage with and make meaning from content, express their understanding of content, and create new content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time. However, the content focus is derived from ELA and other areas of the curricula. (For more detailed information on integrated and designated ELD, see the grade span section of this chapter and chapter 2 in this *ELA/ELD Framework*.)

ELA/Literacy and ELD in Action in Grade Six

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of reading complex texts closely and thoughtfully to derive meaning. Accordingly, teachers prepare reading lessons carefully and purposefully before teaching. This preparation includes selecting challenging texts worth reading and rereading; reading the texts ahead of time to determine why the text might be challenging and identify the language that may be complicated or unfamiliar; and planning a sequence of tasks and a series of lessons that build students' abilities to read complex texts with increasing independence. This process also requires teachers to analyze the cognitive and linguistic demands of the texts, including the sophistication of the ideas or content, students' prior knowledge, and the complexity of the vocabulary, sentences, and organization.

As discussed in the section on meaning making, teachers should model for students the close reading of texts by thinking aloud, highlighting the literal and inferential questions they ask themselves as readers and pointing out language and ideas they notice while reading. Teachers guide students to read complex texts frequently and analytically using concrete methods with appropriate levels of scaffolding.

As discussed in the section on meaning making, teachers should model for students the close reading of texts by thinking aloud, highlighting the literal and inferential questions they ask themselves as readers and pointing out language and ideas they notice while reading. Teachers guide students to read complex texts frequently and analytically using concrete methods with appropriate levels of scaffolding. Sixth graders need many opportunities to read a wide variety of complex texts and to discuss the texts they read. Students ask and answer literal and inferential text-dependent questions to determine the explicit and implicit meanings in the text and to identify *how* and evaluate *how well* authors present their ideas.

Importantly for all students but especially ELs, teachers should explicitly draw attention to particular elements of language (e.g., text structure and organization, complex sentences, vocabulary) that help authors convey particular meanings. These specific elements of language or *language resources* include text connectives to create cohesion (e.g., *for example, suddenly, in the end*); long noun phrases to expand and enrich the meaning of sentences (e.g., “the whole strange-familial world, glistening white” [NGA/CCSSO 2010a: Appendix B, 80]); and complex sentences that combine ideas and convey meaning in specific ways (e.g., “Now that we no longer belonged to the Company, we somehow had to acquire a thousand dollars worth of property, a faraway figure when you can only save nickels and dimes.” [NGA/CCSSO 2010a: Appendix B, 80]). Providing all students, and especially ELs, with opportunities to discuss the language of the complex texts they read enhances their comprehension and develops their awareness of how language is used to make meaning.

Lesson planning should anticipate year-end and unit goals, respond to the current needs of learners, and incorporate the framing questions in figure 6.15.

Figure 6.15. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students’ English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

Vignette 6.1 demonstrates how a teacher might implement the CA CCSS for ELA/Literacy and the CA ELD Standards during an ELA lesson focused on close reading. Vignette 6.2 provides an example of how designated ELD can build from and into the types of lessons outlined in vignette 6.1.

Vignette 6.1. “The Making of a Scientist” Close Reading of a Memoir in ELA with Integrated ELD in Grade Six

Background

Ms. Valenti’s sixth-grade English language arts (ELA) class is learning how to read texts more analytically. Currently, the class is reading memoirs to determine how people depict their formative years, including seminal events that shaped their profession or outlook on the world. Ms. Valenti’s class of 35 students includes two students with mild learning disabilities and five English learners at the Expanding level of English language proficiency, four who have been in U.S. schools for at least four years and one who arrived to the U.S. a little more than a year ago. Ms. Valenti collaborates with the other sixth-grade teachers at her school. Two of them teach the students mathematics and science, while Ms. Valenti and another sixth-grade teacher teach ELA and history/social studies. There are a small number (three to five) of EL students in each sixth-grade class, and each of the sixth-grade teachers teaches his or her own students designated ELD in small groups. Specialists teach the visual and performing arts, as well as physical education.

The interdisciplinary team works together to determine the cross-curricular themes they will teach. Some reading of informational and literary texts occurs in ELA, but much of it is done in the other content areas. For example, during science and history/social studies time, the class reads informational texts related to the topics they are learning about. During ELA time, students read literature or literary non-fiction related to their science and/or history topics.

Lesson Context

The current interdisciplinary theme is *Careers in Action*, and Ms. Valenti has selected a text that she thinks will appeal to students at this age because it focuses on parents’ expectations for their children, including how parents teach children important life lessons that will shape their outlook on the world. The text, “The Making of a Scientist,” is a memoir by Richard Feynman, a famous American scientist who won the Nobel Prize in Physics and who is often referred to as the best mind since Einstein. In science that day, Ms. Valenti’s colleague will engage the students in a demonstration illustrating the law of inertia – a demonstration that is similar to the wagon and ball event that Feynman describes in his memoir.³

³ This demonstration is in support of what is happening in the ELA classroom. The law of inertia is not a sixth-grade science standard. However, it is in the grades six through eight band of science standards.

Vignette 6.1. “The Making of a Scientist”

Close Reading of a Memoir in ELA with Integrated ELD in Grade Six (cont.)

Lesson Excerpts

In today’s lesson, Ms. Valenti plans to engage her students in the first of a series of close reading lessons on Feynman’s memoir, discussing with them how his early experiences sparked a career in science. During this lesson (the first of three on the same text), students analyze the ideas in one portion of the text, while focusing on how the author uses language resources (vocabulary, syntax, and rhetorical devices) to construct the narrative and convey his meaning. In addition, students gain practice in notetaking and summarizing text. The learning target and focus standards for the lesson are as follows:

Learning Target: The students will analyze a short memoir, discuss their interpretations, identify the central idea, and analyze how it is conveyed through details in the text.

CA CCSS for ELA/Literacy: *RI.6.2 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments; W.6.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research; SL.6.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.*

CA ELD Standards Addressed (Expanding): *ELD.PI.6.1 – Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas; ELD.PI.6.6b – Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).*

Ms. Valenti starts by connecting new learning to what students already know and by providing background information about the text and author.

Ms. Valenti: Today we’re going to read an excerpt from a memoir by a famous scientist named Richard Feynman. In the memoir—a memoir is a story of your life that you write yourself – Feynman explains how his father taught him some important life lessons that ultimately shaped his career. This is something that your parents or grandparents or other adults in your life do all the time. For example, they may try to teach you about being responsible by having you do chores around the house, like washing the dishes. Does anyone do that? Or, they may try to teach you compassion by having you take care of your little brother or sister or your grandparents when they’re sick. Sometimes you’re not aware that they’re trying to teach you these life lessons until much later. Very briefly, turn and talk with a partner about some of the life lessons you think the adults in your life are trying to teach you.

The students briefly share with one another. Before they read the text about the principles Feynman’s father taught him, Ms. Valenti shows them a short video so they can get a sense of who Feynman was during his career as a scientist. The animated video “Ode to a Flower” was created by Fraser Davidson to accompany Feynman talking about the nature of beauty (http://www.youtube.com/watch?v=VSG9q_YKZLI).

Vignette 6.1. “The Making of a Scientist”

Close Reading of a Memoir in ELA with Integrated ELD in Grade Six (cont.)

Ms. Valenti asks students, who are seated in groups of four, to briefly discuss at their tables how the video depicts the kind of person Feynman was. After a couple of minutes, she asks two students to share their ideas. She briefly explains some terms students will encounter in the reading that will be critical for understanding the text (such as *Encyclopedia Britannica*, *magnitude*, *translate*). She also briefly reviews what the literary term *theme* means by drawing students’ attention to the chart in the room that defines literary terms, and then, as an additional link to their background knowledge, she offers a few additional examples of themes students have encountered in other texts they have read. She tells them that they will be looking for themes in Feynman’s text.

Next, she reads the first part of the text aloud as students read along silently with her in their own copies. Ms. Valenti has found that reading complex texts aloud gives her students a feeling for the various voices in the narrative and models the intonation she uses as a proficient reader. Reading aloud also provides an oral introduction to the language in the text and gives her an opportunity to stop at strategic points to explain particular vocabulary and untangle complex syntactic structures (i.e., paraphrase particularly complex sentences) that may be unfamiliar to students.

Next, she asks students to share with a partner what they think the main theme or lesson of the section is. As students share, she listens in while circulating around the room. Her ongoing intent is to support students to interpret texts deliberately, and she needs to know how they are currently interpreting texts so that she can help them develop increasingly sophisticated levels of proficiency and greater autonomy as readers. She notes that there are multiple interpretations of what the main theme or lesson is, and she uses this observational information to shape how she will support students to read the text analytically so that they can refine or revise their initial ideas about what the author is expressing both explicitly and implicitly.

Ms. Valenti then asks students to read the same text excerpt silently while they use a reading guide that contains focus questions. She explains that they will read the text multiple times and that for this **first** reading on their own, they will just read for general understanding; she assures them that they do not need to worry about knowing the meaning of every word. (The students will have opportunities to analyze the vocabulary, grammatical structures, and nuanced meanings in the text as the lesson progresses.) The focus questions are displayed on the board, and she reviews each question to ensure that her students understand them. She also provides them with a half-page handout with the focus questions:

Focus Questions for Today’s Reading

Write notes under each question *as you read*.

- What is happening in the text?
- Who is in the text and how are they interacting?
- What was Feynman’s father trying to teach his son with the tiles?
- What was Feynman’s father trying to teach his son with the dinosaurs?
- Which sentence best captures the central idea in this part of the text?

Vignette 6.1. “The Making of a Scientist”

Close Reading of a Memoir in ELA with Integrated ELD in Grade Six (cont.)

Excerpt from the text:

“The Making of a Scientist” by Richard Feynman

Before I was born, my father told my mother, “If it’s a boy, he’s going to be a scientist.” When I was just a little kid, very small in a **highchair**, my father brought home a lot of little bathroom tiles—**seconds**—of different colors. We played with them, my father setting them up **vertically** on my **highchair** like dominoes, and I would push one end so they would all go down.

Then after a **while**, I’d help set them up. Pretty soon, we’re setting them up in a more **complicated** way: two white tiles and a blue tile, two white tiles and a blue tile, and so on. When my mother saw that she said, “Leave the poor child alone. If he wants to put a blue tile, let him put a blue tile.”

But my father said, “No, I want to show him what patterns are like and how interesting they are. It’s a kind of **elementary** mathematics.” So he started very early to tell me about the world and how interesting it is.

We had the **Encyclopaedia Britannica** at home. When I was a small boy he used to sit me on his lap and read to me from the *Britannica*. We would be reading, say, about dinosaurs. It would be talking about the *Tyrannosaurus rex*, and it would say something like, “This dinosaur is twenty-five feet high and its head is six feet across.”

My father would stop reading and say, “Now, let’s see what that means. That would mean that if he stood in our front yard, he would be tall enough to put his head through our window up here.” (We were on the second floor.) “But his head would be too wide to fit in the window.” Everything he read to me he would **translate** as best he could into some **reality**.

It was very exciting and very, very interesting to think there were animals of such **magnitude**—and that they all died out, and that nobody knew **why**. I wasn’t **frightened** that there would be one coming in my window as a **consequence** of this. But I learned from my father to **translate**: everything I read I try to figure out what it really means, what it’s really saying.

Ms. Valenti also encourages students to underline words or phrases they don’t understand and to write down any questions or comments they have about the text in the margins. After they read independently, the students work in pairs to discuss their notes and questions while Ms. Valenti circulates around the classroom to listen in, clarify, and assist students with any unsolved questions, providing explanations and probing their thinking as relevant. For example, some students do not understand what the word *seconds* means in reference to bathroom tiles. Other students focus on particular phrases and sentences and work together to disentangle the meanings. Ms. Valenti stops at a table where Jamal and Tatiana, an EL student at the late Expanding level of English language proficiency, are discussing their notes. The pair has already determined that the text mostly involves Feynman, as a child, and his father, and that Feynman’s father is showing his son patterns using the tiles and reading to him about dinosaurs from the encyclopedia.

Vignette 6.1. “The Making of a Scientist”

Close Reading of a Memoir in ELA with Integrated ELD in Grade Six (cont.)

Jamal: Okay, so what do we think that his dad, Feynman’s dad, was trying to teach him with the tiles?

Tatiana: (Referring to her notes.) I think he was trying to teach him about math, about math patterns, and he was showing him how you can make patterns with tiles.

Jamal: But he was just a baby, so he couldn’t teach him with numbers, right? So he used the tiles.

Tatiana: What about the dinosaurs? What do you have?

Jamal: (Referring to his notes.) I think it’s the same thing. His dad was trying to show him how big a dinosaur would be if it was standing outside the house, but he was also trying to get him excited about dinosaurs.

Ms. Valenti: Is there something in the text that gave you that idea?

Jamal: (Looking at the text for a moment.) Here it says, “Everything he read to me he would translate as best he could into some reality.” I think he means that his father was trying to teach him some things, some real things about math patterns and dinosaurs, but he had to make it real for a kid, even for a baby.

Tatiana: And he was also trying to teach him something about the world.

Ms. Valenti: Can you say more about that, and can you find some examples in the text?

Tatiana: Here, it says that his father said, “No, I want to show him what patterns are like and how interesting they are.”

Ms. Valenti: So, what does that mean to you? How can you interpret that, using the focus questions?

Tatiana: I think his dad was really trying to show him how the world has all this . . . stuff . . . how it’s interesting. His father was trying to teach him some real things, like math patterns and dinosaurs, and he had to make that real for him as a kid. But I think he was also trying to teach him about how to see the world. That he should see it as interesting and that it has a lot of things to observe.

Jamal: Yeah, like he was trying to help him think differently about the toys he has or things he’s doing. Like he was trying to help him think like a scientist.

After the students have had time to delve deeply into the text, Ms. Valenti pulls the whole class together to discuss their notes. Picking up on the themes and questions the students have raised, she leads a loosely structured discussion during which they articulate and elaborate on their ideas. As the conversation progresses, she prompts them to go back into the text for evidence that supports their claims. Lately, Ms. Valenti has noticed that some of the girls in the class have seemed reluctant to share their ideas, so she makes a conscious effort to let them know she wants to hear from them and cares about what they have to say, using the following techniques:

Vignette 6.1. “The Making of a Scientist”
Close Reading of a Memoir in ELA with Integrated ELD in Grade Six (cont.)

- Meeting with individuals before the conversation to make sure they know she cares about their participation in class discussions and to inquire as to why they are not comfortable sharing.
- Pausing before asking a probing question to allow everyone to gather their thoughts and prepare their responses.
- Deliberately calling on individuals during the conversation, those who she heard sharing enthusiastically in their pair conversations, and then validating their ideas.
- Encouraging the whole class to listen respectfully.

Next, she structures the conversation a bit more by helping them *shape* their ideas into concise statements that capture the theme of the section in students’ own words. She facilitates a *joint construction* of the statement “His father wanted to teach his son” in a chart she has prepared, which is displayed using the document camera. She then asks students to help her expand and enrich the sentence to add precision and nuance, guiding students to identify details from the text that support the statement. The jointly constructed central idea and details are shown in the chart below.

Central Idea (in our words)	Details from the Text (paraphrasing and quotes)
Feynman’s father wanted to teach his son about the interesting things in the world and how to think like a scientist, so he would <i>translate</i> things in ways that his son would understand.	The father . . . <ul style="list-style-type: none"> • made playing with tiles into a way to learn about patterns and mathematics • said, “No, I want to show him what patterns are like and how interesting they are. It’s a kind of elementary mathematics.” • read to him from the encyclopedia • helped him visualize the dinosaur outside his house

Ms. Valenti repeats the process the students just engaged in with the next section of the text, in which Feynman describes how his father taught him about the difference between knowing the name of something and knowing something through observation. After the collaborative conversations in pairs and whole class discussion, Ms. Valenti invites students to revise their *central idea* statement and add other thoughts to the chart. The students decide to add a section to the chart that highlights the life lessons, or principles, that Feynman’s father taught him. Two of the principles the students jointly construct with Ms. Valenti are the following:

- When you read, try to figure out what it really means, what it is really saying. You have to read between the lines.
- There is a difference between knowing the name of something and really knowing something. You have to look at how something behaves or works, and not just know what it is called.

Vignette 6.1. “The Making of a Scientist”

Close Reading of a Memoir in ELA with Integrated ELD in Grade Six (cont.)

The class finishes the final section of the excerpt, in which Feynman’s father teaches him to notice some important principles in physics, using everyday experiences and understandings as a springboard to understanding science concepts. Again, the class revises and adds to the chart.

Ms. Valenti concludes the lesson by showing students the short video “Ode to a Flower” once more. This time, she asks the students to think about how what Feynman’s father taught him may have influenced the way he sees the flower. After watching the video, the students share their thoughts in their table groups, and Ms. Valenti then wraps up the lesson by calling on several students to share with the whole class an idea or two from their table conversations.

Next Steps

The next day, Ms. Valenti guides students to read the same text again, but she changes the focus questions so that students can analyze the *craft and structure* of the passage. She encourages them to attend to the author’s deliberate language choices, and asks them to consider why he wrote the passage in the way that he did. She designs her questions so the students can focus on literary devices, word choices, structural elements, and author’s purpose. For example, she asks the students to consider *how* the author lets us know what his father was trying to accomplish (e.g., which words or literary devices were used). On the third day (the third read, which focuses on *integrating knowledge and ideas*), Ms. Valenti guides students to think about what the text means to them and how it connects to other texts they have read or experiences they have had. For example, one of her focus questions for students to consider as they read the text analytically is “How does the way Feynman’s father taught him principles compare to ways that other real or fictional individuals we’ve read about have been taught?”

At the end of the week, Ms. Valenti has the students work together in their table groups to collaboratively complete and edit the following in-class writing assignment:

Pick one of the examples that Feynman uses (the dinosaur, the birds, or the wagon). In one concise paragraph, explain the lesson Feynman’s father was trying to teach him with the real example and then explain why that example was useful. Be sure to include evidence from the text in your explanation.

Ms. Valenti provides the groups with a handout focusing on a select set of elements they need to include in their explanations (e.g., the lesson or principle, evidence from the text, vivid vocabulary, well-constructed sentences). She reminds them about prior lessons and suggests that they first write all of their ideas down and then work together to combine the ideas, select the words and phrases that are the most precise, condense them into sentences, and link the sentences together to make a cohesive paragraph. Each student in the group must have the same paragraph in their notebook, which she will check at the end of the day.

Later in the unit, Ms. Valenti and the students will read another memoir of an important and interesting individual using the same sequence (focusing on key ideas and details on day one, craft and structure on day two, and integration of knowledge and ideas on day three).

Resource

Feynman, Richard. 1995. “The Making of a Scientist,” *Cricket*. 23 (2).

Vignette 6.1. “The Making of a Scientist” Close Reading of a Memoir in ELA with Integrated ELD in Grade Six (cont.)

Source

Adapted from

Student Achievement Partners. 2013a. “Close Reading Model Lessons: ‘The Making of a Scientist’ by Richard Feynman.” *Achieve the Core*.

Additional Information

- To learn more about Richard Feynman, see the BBC (Horizon) documentary, “Richard Feynman—No Ordinary Genius” (<http://www.brainpickings.org/index.php/2011/12/14/bbcs-richard-feynman-no-ordinary-genius/>) at Brainpickings.org.
- For more ideas on supporting girls to be classroom leaders, see the Ban Bossy Web site (<http://banbossy.com/>).
- To see a video demonstrating the law of inertia, visit the WonderHowTo Web site (<http://science.wonderhowto.com/how-to/experiment-law-inertia-354383>).
- To see more ideas for using this text and for many other resources, visit <http://achievethecore.org>.

For an example of how to guide students to annotate and question the texts they read, see:

Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. 2012. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. 2nd ed. San Francisco, CA: Jossey-Bass.

Designated ELD Vignette

Vignette 6.1 illustrates good teaching for all students with particular attention to the learning needs of ELs. English learners additionally benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction and focuses on their particular language learning needs. Vignette 6.2 illustrates how designated ELD can build from and into the types of lessons outlined in the vignette 6.1. It also illustrates how a teacher can help her students develop awareness of the language resources in complex texts.

Vignette 6.2. Analyzing Language to Understand Complex Texts Designated ELD in Grade Six

Background

Ms. Valenti’s sixth-grade class of 35 students includes five English learners at the Expanding level of English language proficiency, four who have been in U.S. schools for at least four years and one who arrived to the U.S. a little over a year ago. There are a small number (three to five) of EL students in each sixth-grade class, and each of the sixth-grade teachers teach their own students designated ELD in small groups, working collaboratively as a team to design lessons and adapt them to students’ English language proficiency levels and particular learning styles and needs.

Lesson Context

The sixth graders in the school have just started reading Richard Feynman’s memoir, “The Making of a Scientist.” (See Vignette 6.1.) Designated ELD lessons for the next several days are designed to support EL students’ understandings of the text and enhance their ability to convey their understandings through speaking and writing. In planning these lessons, the teachers noticed that the memoir is organized in a way that may not be immediately apparent to their EL students, and Feynman also uses language that may be unfamiliar. The teachers plan to focus lessons in ways that address the particular needs of EL students at different English language proficiency levels.

Vignette 6.2. Analyzing Language to Understand Complex Texts Designated ELD in Grade Six (cont.)

After the first reading of an excerpt from “The Making of a Scientist,” Ms. Valenti invites her five EL students to the teaching table while the rest of the class engages in collaborative tasks they are accustomed to doing independently (e.g., writing e-mails to their pen pals in Vietnam and El Salvador or conducting searches for research projects at the *Internet café* station, observing objects through microscopes and then drawing and writing descriptions about them at the *science lab* station). The EL students bring their copies of the text, “The Making of a Scientist,” as well as the focus questions handout (see vignette 6.1) with their notes. The learning target and focus standards in Ms. Valenti’s lesson plan are as follows:

Learning Target: Students will analyze the language of a familiar complex text to understand how it is organized and how particular language resources are used to convey meanings.

CA ELD Standards (Expanding): ELD.PI.6.1 – *Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas;* ELD.PI.6.7 – *Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support;* ELD.PII.6.1 – *Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion;* ELD.PII.6.2a – *Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.*

Lesson Excerpts

First, Ms. Valenti explains that they will be looking closely at the language Feynman chose to express his ideas and examining how he organized this language to produce a whole text that is both a pleasure to read and interesting to discuss and learn from. She tells them that this *language analysis* will help them to read texts more closely and will also give them ideas about the types of language resources they can use in their own speaking and writing. In order to contextualize the language analysis within the bigger goal of making meaning from texts, she asks students to briefly review their notes from the previous ELA lesson and then share what they thought about the memoir.

Tatiana shares that she liked how, rather than merely stating that his father taught him life lessons or principles, Feynman gave examples showing ways his father made the principles real to him as a child. Sergio shares that he enjoyed discussing the text with others but remarks that, even though some of the language was clarified in small and whole group discussions, there are still some words and phrases he does not quite understand. Other students concur. Ms. Valenti has anticipated this, and she asks each of them to select three words from the text that they are still unsure of but feel are important to know. She charts the words they have selected and briefly explains their meaning (the words will be added to the class’s academic word wall later so that students can reference them while speaking and writing).

Vignette 6.2. Analyzing Language to Understand Complex Texts Designated ELD in Grade Six (cont.)

Next, Ms. Valenti facilitates a discussion about the text organization and structure of Feynman's memoir.

Ms. Valenti: Lately, we've been talking a lot about how different types of texts are structured. For example, a couple of weeks ago, we looked at how short stories are usually organized. Would anyone like to briefly remind us of what we learned about how stories are organized?

One student shares that the typical stages of a story are *orientation*, *complication*, and *resolution*, and other students add to the overall structure by sharing what typically happens in each stage. They also share that a story is structured sequentially. In other words, events are presented in order by time.

Ms. Valenti: It sounds like you really understand how a story is structured. A memoir, which is the type of text we read this morning, is structured in similar ways to a story because the author is telling the story of his or her life. So, *usually*, events will be presented sequentially, too. But there are differences. Usually, a memoir will have an orientation—where we find out things like who and where—and then there's a sequence of events, but not necessarily a complication, like a story. And at the end, there's an evaluation, meaning, the author tells you why the events and details they've shared were important or what the impact of these events was on the author's life. We're going to take a look at where these stages are in "The Making of a Scientist," and we're also going to look at some of the language Feynman uses to show when things are happening.

As she explains the stages of a memoir, Ms. Valenti writes the words *orientation*, *events*, and *evaluation* on the small whiteboard at the table with space below each word. She asks the students to take one minute to look at their copies of the memoir to see if they can identify these big stages. She tells them not to try to reread every sentence (they have already read the text twice, and chunks of the text multiple times) but rather, to skim it as they look for the stages and use their pencils to note where they are. Then, she facilitates a discussion about what the students have found.

Azizi: I noticed that he's telling, it's like he's telling little stories inside the memory.

Ms. Valenti: Can you say more about that? What do you mean by "little stories?"

Azizi: Well, here (pointing to where he's marked his text), he's telling a story about the dominoes, how his father taught him about math with the dominoes. And here, he's telling a story about the dinosaurs and the encyclopedia, and then later he's telling a story about the birds.

Tatiana: I have something to add on to what Azizi is saying.

Ms. Valenti: What did you notice, Tatiana?

Tatiana: I noticed that same thing that Azizi is saying, and I also noticed that when he tells the stories, he says something more about the story.

Sergio: Yeah, he . . .

Ms. Valenti: Just a moment Sergio. I don't think Tatiana was finished.

Vignette 6.2. Analyzing Language to Understand Complex Texts Designated ELD in Grade Six (cont.)

Tatiana: Here (pointing to her text), it says “But I learned from my father to translate: everything I read I try to figure out what it really means, what it’s really saying.” First he tells the little stories, and then he tells what his father was teaching him.

Ms. Valenti: Did anyone else notice that about the events, or the little stories of his life?

Sergio: I agree with Tatiana, and I want to add that I noticed that the stories—the events, I mean—are in order. First, he’s a baby—no!—(looking at his text) it starts before he’s born, and then he’s a baby, and then he’s a kid.

Ana: I think the orientation is not long. I think the first sentence is the orientation only.

Ms. Valenti: And why do you think that, Ana?

Ana: In the first sentence, he tells us who is going to be in the story. I mean . . . What’s it called again?

Sergio: The *memoir*.

Ana: Yeah, he tells us who is going to be in the *memoir*—his father, his mother, him—and his father tells his mother, “If it’s a boy, he’s going to be a scientist.” I think he’s telling us what the story is going to be about. But I don’t like that. Girls can be scientists, too.

Ms. Valenti: You are so right, Ana. Girls can be scientists, and there are many famous scientists who are women. I think the reason Feynman wrote that is because, at the time, not a lot of women were scientists. Things were different back then, and women did not have as many chances to be scientists, or lawyers, or even the President of the United States. You all are noticing a lot of things in this text. That’s really great thinking. Let’s take a moment so I can catch up with you and write some of these details down so we don’t forget them.

Ms. Valenti charts what the students have said on the whiteboard under the first two stages (orientation and events). She invites the students who haven’t yet shared their ideas to suggest what she should write for the evaluation stage, and they note that at the end of the memoir, in the last two paragraphs, Feynman tells the reader how his father taught him and what that meant for his career choices.

Ms. Valenti: Okay, we’ve established the overall stages of the text and we noticed that it’s written mostly sequentially, or in order. That’s something that’s the same as the way many stories—like the ones we read before—are structured. We’ve also seen that after each little story—or event—the author tells us what that lesson was that his father was teaching him. That’s something that’s different from a lot of stories, right? Now, we’re going to analyze the language a little more closely. This time, when we look at the text, I want you to hunt for words and phrases that let us know when things are happening.

Vignette 6.2. Analyzing Language to Understand Complex Texts Designated ELD in Grade Six (cont.)

Ms. Valenti: For example, at the very beginning, the first several words tell us when things are happening: “Before I was born . . .” By choosing to use those words, Feynman helps us know where in time we are. So, with a partner, go through and talk about any words or phrases that you think tell the reader when things are happening. Then, go ahead and highlight those words and phrases.

The partners spend a couple of minutes searching for words and phrases that refer to time. Since there are five students at the table, Ms. Valenti is Raúl’s partner. Lately, she’s noticed that Raúl has been agitated in class. When she asked him if anything was wrong, he told her his uncle had recently died in a car accident. Accordingly, Ms. Valenti has been making a special effort to make Raúl feel connected to her (e.g., checking in frequently with him during the day, letting him know that she genuinely cares about him). They briefly scan the first paragraph of the text together, and then Ms. Valenti asks Raúl if he sees any words or phrases that let them know when events are taking place.

Raúl: I think . . . Here, it says he was a little kid, “When I was just a little kid.” That’s telling that it’s later—after he was a baby.

Ms. Valenti: Let’s read that sentence again. (They read the sentence together.)

Raúl: Oh! He’s a baby here, I think, because he’s in the highchair, so he has to be a baby. So it’s . . . It happens after the start, *after* the orientation because there it says, “Before I was born.” This is the first story, when he’s a baby.

Ms. Valenti: And how does Feynman let us know that?

Raúl: Cuz he’s saying things like, before this, when that, then later on he says (searching in the text) “When I was a small boy . . .”

Ms. Valenti: Yes, so Feynman is helping readers along by telling us when events are taking place: before he was born, when he was a baby, when he was a small boy, and so on.

When Ms. Valenti debriefs with the group, partners share that they found other language resources that the author used to sequence events in time. For example, at one point, Feynman uses the term “We used to go,” and Ms. Valenti points out that this phrase lets the reader know that it happened a long time ago, but that it happened often. Tatiana points out that another way the memoir is similar to many stories is that the verbs are in the past tense (they had previously noted this when they analyzed the language of stories).

Ms. Valenti concludes the lesson by asking students to be on the lookout for how stories, memoirs, and other text types are structured and to notice the way authors use language differently. She tells them that paying attention to these text features will help them to be better readers and writers.

Vignette 6.2. Analyzing Language to Understand Complex Texts Designated ELD in Grade Six (cont.)

Next Steps

During ELA with the whole class the next day, Ms. Valenti facilitates a similar discussion about how Feynman's memoir is structured, delving deeper into analyzing the language resources he used, and helping students notice how he constructed his paragraphs and sentences as well as his dialogue. During designated ELD, Ms. Valenti uses the CA ELD Standards as a guide to help her focus more intensively on the language learning needs of her ELs and to target challenging language in the texts students are reading during ELA and in other content areas so that they can better comprehend them.

Resource

Feynman, Richard. 1995. "The Making of a Scientist," *Cricket*. 23 (2).

Source

This lesson was adapted from
Student Achievement Partners. 2013a. "Close Reading Model Lessons: 'The Making of a Scientist' by Richard Feynman." *Achieve the Core*.

Additional Information

To read more about engaging students in discussions about language and how it makes meaning, see
Gibbons, Pauline. 2008. "'It Was Taught Good and I Learned a Lot': Intellectual Practices and ESL Learners in the Middle Years." *Australian Journal of Language and Literacy* 31 (2): 155–173.
Schleppegrell, Mary J. 2013. "Language and Meaning in Complex Texts." *Perspectives on Language and Literacy*, Summer: 37-40.

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners, students with disabilities, ELs at different English language proficiency levels, standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique dispositions, skills, histories, and circumstances. Teachers need to know their students well through appropriate assessment practices and other methods in order to design effective instruction for them and adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this evaluation of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9. Importantly, students will not receive the excellent education called for in this framework without genuine collaborations among those responsible for educating California's children and youth. (See figure 6.16).

Sixth-grade students are full of beginnings—new schools, new friends, new selves, new books, and new horizons. The next two years prepare them for the adventure of high school. With caring and supportive adults and intellectually stimulating curricula, the eagerness and energy they bring to their new enterprises will sustain them through grades seven, eight, and beyond.

Figure 6.16. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they regularly collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

Grade Seven

Seventh graders may be in their first year of junior high school or in their second year of a sixth- through eighth-grade middle school program; in either case, they are expected to continue advancing in their skills towards the overarching goals of ELA/literacy and ELD instruction: developing the readiness for college, careers, and civic life; attaining the capacities of literate individuals; becoming broadly literate; and acquiring the skills for living and learning in the 21st century. (See chapter 2 in this *ELA/ELD Framework* for a discussion of these goals.) Students continue to engage with ideas, concepts, and knowledge in literature and informational text in what they read in school and independently. In grade seven, students also continue to engage with the standards for literacy in history/social studies, science and technical subjects, strengthening development of reading and writing skills not just in the language arts, but across the content areas. Seventh graders who are entering school as ELs, or who have been in U.S. schools since the elementary years but are still designated as ELs, need particular attention, as their English language and literacy abilities (especially in academic English) need to improve in an *accelerated time frame* for them to be prepared for the rigors of high school in two more years.

This grade-level section provides an overview of the key themes of ELA/literacy and ELD instruction in grade seven. It also offers guidance for ensuring that ELs have access to ELA and content instruction, including integrated and designated ELD instruction. Snapshots and vignettes bring several of the concepts to life.

Key Themes of ELA/Literacy and ELD Instruction in Grade Seven

In this section, the key themes of ELA/Literacy and ELD instruction are discussed as they apply to grade seven. These include **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational skills**. See figure 6.17. These themes are largely overlapping and consistent with the call for the integration of reading, writing, speaking and listening, and language in the CA CCSS for ELA Literacy and the CA ELD Standards. Inextricably linked to every area of the curriculum, the two sets of standards promote an interdisciplinary approach. Each of the snapshots for grade seven that follow is presented in connection with a theme; however, many snapshots illustrate several themes. The two vignettes at the end of the section for grade seven depict integrated ELA and ELD instruction and designated ELD instruction based on the same topic and/or readings.

Figure 6.17. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

In grade seven, students are expected to work with more rigorous levels of text and use their reading comprehension strategies in ways that empower them to use the information to complete more complex analytical tasks than were expected in grade six. Students continue to develop proficiency in reading, working with more complex texts as they prepare for the rigors of high school. Using evidence from texts, students in grade seven read carefully in order to grasp information, ideas, and details to create their own understanding and arguments in writing and discussions. Students work to answer text-dependent questions using evidence they discover and information they infer from paying close attention to the meaning of a text. Specifically, using informational texts, in grade seven students cite not just one (as in grade six) but several pieces of textual evidence to determine more than one main idea in a text and write an objective summary (RI.7.2). Similarly, increasing the complexity of the task from grade six, seventh graders analyze two or more authors writing on the same topic with different interpretations and show how two different approaches and uses of evidence resulted in very different conclusions and interpretations of facts (RI.7.9).



Students in grade seven are expected to write objective summaries of what they read—a task which becomes more difficult as texts become more complex. The following strategy (figure 6.18) engages students with one another to identify the words that signify the most important elements of the text.

Figure 6.18. Five Word Summary Strategy

Step 1—Using words from the reading, create a list of the five most important words. These should all be words that explain and/or clarify the main point of the reading.

Step 2—Choose a partner, and compare your five-word list to a partner’s list. The two of you will now have five minutes to create a new list of the five most important words by synthesizing your two original lists. Be sure to choose those terms from your lists that represent the reading’s main idea.

Step 3—In pairs, now join another set of partners to form a group of four. Each pair will share its five-word list; then the group of four will once again discuss which words are really most essential to the main idea of the reading. Each group will also have five minutes to create a newly synthesized list of five key words. While you can try to persuade your peers that your word choices are the best, your group must be in agreement about its final list.

Step 4—On your own, use the final list of five key words that your group of four agreed on, and write a summary paragraph of the reading. Use all five words from your final list in your paragraph. Underline each of the five key words in your summary. Be sure that the words you chose support/explain/clarify the main point of the reading.

Source

Excerpted from

California State University. 2013. "Assignment Template, Appendix C: Prereading, Reading, and Postreading Strategies." *Expository Reading and Writing Course: Semester One*. 2nd ed., 43. Long Beach, CA: California State University Press.

Meaning making in grade seven involves helping students understand and use the information they read in meaningful ways. The CA CCSS for ELA/Literacy for reading informational text and literature require students in grade seven to cite several pieces of evidence to support their analysis of a text, determine two or more central ideas, and provide an objective summary of a text (RL/RI.7.1). Students also analyze interactions between individuals, events, and ideas in a text (RI.7.3). Students need to be able to compare and contrast a text to another reading, media item, piece of information, from one author to another, as well as trace the development of an argument in a selection of informational text.

In grade seven, teachers continue to teach and have students practice various reading comprehension strategies to help students make meaning. Teacher think alouds continue to be useful by modeling for students how the teacher sorts through his or her understandings and sources of confusion when reading a text.

In grade seven, teachers continue to teach and have students practice various reading comprehension strategies to help students make meaning. Teacher think alouds continue to be useful by modeling for students how the teacher sorts through his or her understandings and sources of confusion when reading a text. Teachers help students apply the process to their own reading focusing on their understandings and identifying when their understanding is clouded or needs clarification. Teachers can model what they are thinking as they read a paragraph of informational text using phrases such as the following:

- I predict in the next part . . .
- This reminds me of . . .
- I am not sure of . . .
- I got confused when . . .
- I think I will have to reread this part to understand what the author means by . . .
- So what it's saying is . . . (Schoenbach, Greenleaf and Murphy 2012, 106)

Once students are able to distinguish between the conversation inside their heads while they read and the meaning of the text, they are better prepared for checking their understanding and moving on to more rigorous levels of text.

The SQP2RS strategy (Survey Question Predict Read Respond Summarize) goes beyond think alouds by engaging students in a series of text-based examinations of the text before, during, and after reading (Echevarria, Vogt, and Short 2004).

1. Surveying or previewing a selection of text
2. Questioning: listing several questions that the reader thinks will be answered in the reading
3. Predicting: listing a few items the reader thinks will happen in the reading
4. Read the text selected
5. Responding: confirming predictions, answering questions posed earlier, discussing the text in small groups or as a whole class
6. Summarizing either orally or in written form

In snapshot 6.5 students examine a science text and observe a demonstration of chemical reactions to make inferences. They identify information they know from their text and previous lessons and information they infer from the text and their observations.

Snapshot 6.5. Making Inferences Using a Graphic Organizer Integrated ELA/Literacy and Science Lesson in Grade Seven

Mr. Schoen's seventh-grade science students are sitting in pairs, each pair with a science article and a blank graphic organizer. The article has five adhesive tape flags placed strategically throughout it, and the students have already read through the relevant section of the text for today's demonstration once. The graphic organizer, a table, contains six rows with three columns labeled: *The Demonstration Showed*, *I Know*, and *Inference*.

The Demonstration Showed	I Know (from texts and background knowledge)	Inference

Mr. Schoen explains, "Today, we are going to observe a chemical reaction. You're going to use information from the text you read. You will need to link what you read with your background knowledge of acids and bases to make inferences. Who remembers what an inference is?" He calls on a student who explains that, "It's a conclusion you draw from evidence and reasoning."

Mr. Schoen adds *conclusion drawn from evidence and reasoning* to the third column heading and continues, "Well said. Who knows how you make an inference or what you use to come to your conclusion?" Another student answers, "You use what you read and what you know for the conclusion or inference." "That's right. You use what you read in the text and connect that to information that you already know, or your background knowledge, to make an inference," replies Mr. Schoen. "Who can give me an example of an inference?"

"I infer we will use Bunsen burners today because they're sitting out on the lab bench," noted Ariel.

"Great example," says Mr. Schoen. "You've made a conclusion based on an observation. Making inferences is really important when you're reading because sometimes the author does not explicitly state important information. So, making inferences will help you understand what you are reading. But making inferences is also important when investigating scientific phenomena. You need to integrate the evidence based on what you observe, what you read, and what you already know to make an inference."

Mr. Schoen moves to a lab table where the materials for a chemistry demonstration are laid out. After putting on a lab apron and goggles he says, "I want you to watch the demonstration and think about what you can **infer** from what you observe. We have a beaker with 200 ml of distilled water. I need a student volunteer to add 5 ml of bromothymol blue." Mr. Schoen calls a student to don goggles then add the bromothymol blue solution. Mr. Schoen continues: "Bromothymol blue is an indicator. Can anyone tell me how an indicator is used in chemistry?" He chooses a student who responds, "It's used to show when there's a chemical, or when that chemical changes."

Snapshot 6.5. Making Inferences Using a Graphic Organizer Integrated ELA/Literacy and Science Lesson in Grade Seven (cont.)

“That’s right. It’s used to show the presence of a chemical or a change in that chemical. Bromothymol blue indicates the presence of an acid or a base. I think I remember reading this in the article we read yesterday.” On the document reader, Mr. Schoen shows the students where in the text this information can be found. “Now let’s add a piece of dry ice to our beaker and solution.”

Using tongs he picks up one of several small chunks of dry ice in a bowl and moves to drop it in the solution. Just before placing it in the solution, Mr. Schoen pauses and asks “What do you think will happen? You have thirty seconds to tell your partner.” Amid groans of anticipation, he then listens to several responses as he calls on students to share out: “the color will change, there will be no color change, it will make bubbles, nothing will happen” and so on. After thanking them for their responses, Mr. Schoen drops the piece of dry ice into the solution. It immediately begins to bubble as the dry ice sublimates. The bromothymol blue solution turns yellow. After a few moments Mr. Schoen adds some drops of sodium hydroxide, just enough to cause the color to change back to blue.

Mr. Schoen then thinks aloud, “I know that I need to think like a scientist and try to figure out what is happening. I wonder why the color of the water changed? Well, I know from the reading that a color change indicates a chemical reaction.” He shows the students where this information is in the text and invites the students to highlight the relevant text before continuing.

“I think something about the dry ice reacted with the water and the sodium hydroxide reversed that reaction. Because I already know from previous lessons we’ve done that water is usually neutral, I can infer that the color changes are related to turning the water acidic or neutralizing it with a base. The sodium hydroxide returned the water solution to its original color, so it must be a base. I’m going to record this on my graphic organizer.”

The Demonstration Showed	I Know (from texts and background knowledge)	Inference (conclusion drawn from evidence and reasoning)
<ul style="list-style-type: none"> • Solution bubbled and changed from blue to yellow when dry ice was added. • It changed back to blue when sodium hydroxide was added. 	<ul style="list-style-type: none"> • Color changes indicate chemical reactions. • Water usually has a neutral pH. • The yellow color means it is an acidic solution. 	<ul style="list-style-type: none"> • Adding dry ice to the water resulted in the water turning acidic.

After this modeling, Mr. Schoen describes the next task by saying, “Now it is your turn to make inferences with your partner. I’d like you to make five inferences using three sources: information on acids and bases from the article we’ve already read, your partner’s and your background knowledge, and the demonstration you just observed. Remember to consider what we have read, as well as other labs and activities we have done. I’d also like for you to use science words, such as ‘solution’ or ‘chemical reaction,’ as well as some of the phrases I

Snapshot 6.5. Making Inferences Using a Graphic Organizer Integrated ELA/Literacy and Science Lesson in Grade Seven (cont.)

used when I was explaining my thinking. Since you're working with a partner, you'll have to agree on the inferences you make, and the language you use to record the information in your chart needs to be the same."

He points to the steps of the activity listed on the whiteboard at the front of the room and reminds students that they can refer to the phrase bank next to it (Because __, we can infer that __; The __, so __. The __ resulted in __.). He says, "First, take turns reading the segments of the article. Stop reading when you get to the first adhesive tape flag. Then, discuss what you have read and use that information along with your background knowledge and what you observed in today's demonstration to make an inference. Use your graphic organizer to write down clues from the text that helped you make your inference under the "I Know" column. Write your inference in the last column. You will have 20 minutes to complete this activity and then we will discuss your inferences as a whole class. Are there any questions?" As the pairs begin to work, Mr. Schoen circulates around the room, monitoring student discussion, asking probing questions to elicit student thinking, and providing specific feedback. After the students have worked together on this task, Mr. Shoen pulls the class back together again and asks students to share the evidence and inferences they found. If the class agrees that the evidence is valid and the inference is solid, he asks the students who shared to add it to the graphic organizer:

The Demonstration Showed	I Know (from texts and background knowledge)	Inference (conclusion drawn from evidence and reasoning)
<ul style="list-style-type: none"> • Solution bubbled and changed from blue to yellow when dry ice was added. • It changed back to blue when sodium hydroxide was added. 	<ul style="list-style-type: none"> • Color changes indicate chemical reactions. • Water usually has a neutral pH. • Dry ice makes water acidic. • Sodium hydroxide is a base. • The yellow color means it is an acidic solution. 	<ul style="list-style-type: none"> • Adding dry ice to the water resulted in the water turning acidic. • Because the sodium hydroxide neutralized the solution we can infer that it is a base.

This way, the class has collectively developed a model for making inferences from observations, texts, and background knowledge.

Snapshot 6.5. Making Inferences Using a Graphic Organizer Integrated ELA/Literacy and Science Lesson in Grade Seven (cont.)

CA CCSS for ELA/Literacy: RST.6–8.1, RI.7.1, SL.7.1, RST.6–8.4

CA ELD Standards: ELD.PI.7.3, 6b, 11a, 12a; ELD.PII.6

Related CA Next Generation Science Standards:

MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

Disciplinary Core Ideas

PS1.A Structure and Properties of Matter

PS1.B Chemical Reactions

Science and Engineering Practices

Obtaining, Evaluating, and Communicating Information

Sources

Adapted from

Kosanovich, Marcia L., and Debra H. Miller. 2010. "Scenario E." *Eight Scenarios Illustrating the Adolescent Literacy Walk-Through for Principals*, 16–18. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Shakhashiri, Bassam Z. 1985. "Chemical Behavior of Gasses." *Chemical Demonstrations: A Handbook for Teachers of Chemistry*, Vol. 2, 114–120. Madison, WI: University of Wisconsin Press.

Additional Information

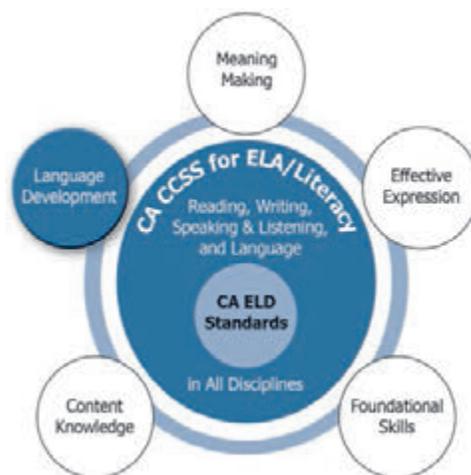
- Sensee, Fred. 2001. "Acid-Base Indicators." *General Chemistry Online!* <http://antoine.frostburg.edu/chem/sensee/101/acidbase/indicators.shtml>.

Language Development

As noted in the overview of this chapter, academic language spans all areas of ELA and ELD: reading, writing, speaking, and listening. Knowledge of academic language is crucial for understanding written texts, lectures, and multimedia presentations as well as producing written texts and oral presentations. Thus, elements of academic language are addressed in the sections on meaning making, effective expression, and content knowledge for each grade. Students in grade seven are expected to read and write more complex literary and informational texts, expanding their content-area knowledge and actively developing their academic vocabulary in disciplines such as history, science, and other subjects. They make meaning of words and phrases that may be similar but hold different meanings depending upon the academic context.

The Language standards for vocabulary in grade seven echo the standards introduced in grade six. The application of the standards to increasingly complex text advances students vocabulary knowledge and use.

Snapshot 6.6 provides a brief glimpse of designated ELD instruction related to science in which the teacher and students examine the language of a text about earthquakes.



Snapshot 6.6. Analyzing and Discussing the Use of Language in Science Texts Designated ELD Connected to Science in Grade Seven

Students in grade seven learn about earth science topics such as plate tectonics. Specifically, they have gathered information about how plate tectonics relate to earthquakes in California, and they are now creating a labeled diagram to show the plates' locations and movements. During science instruction, the students engage in collaborative discussions about the informational texts they read and the multimedia they view. These conversations are particularly animated as the school is not far from the epicenter of a recent earthquake.

During designated ELD time, teachers discuss the language resources used in the science texts and tasks to support ELs' use of this language in speaking and writing. They draw students' attention to domain-specific vocabulary (e.g., *mantle, lithosphere*), general academic vocabulary (e.g., *distribution, movement*), and adverbials (e.g., *along breaks in the crust, at the rate of*) that students will need in order to comprehend the content of the texts they read and to effectively express their understandings during discussions, labs, and in writing. Teachers also highlight morphology in the informational texts students read, showing them how shifts in word structure (e.g., suffixes) can change not only a word's part of speech but also where it can be used in a sentence (e.g., *converge/convergent, diverge/divergent*). Instruction about morphology can deepen understanding of syntax. In addition to word level analysis and discussion, teachers strategically select sentences, such as complex sentences or those with long noun phrases, that may be challenging for the students to *unpack* and understand (e.g., "The second type of earthquake associated with plate tectonics is the shallow-focus event unaccompanied by volcanic activity." [<http://earthquake.usgs.gov>]). When analyzing these sentences with students, teachers first model their thought processes by using strategies, such as think alouds, and then engage students in deciphering the meanings of the sentences before identifying the grammatical boundaries (e.g., which words constitute the noun phrases or dependent clauses in sentences).

Ultimately, the discussion is about how the language of the science texts is used to convey particular meanings about content students are learning. Therefore, during designated ELD, teachers provide structured opportunities for students to practice analyzing and discussing the language in the science texts they are reading and to talk about their ideas using the new language. With such practice, students will be better able to use the language more confidently during science-based speaking and writing tasks, and their awareness of how English works to make meaning in science will be enhanced.

CA ELD Standards: ELD.PI.7.6a, c, 8, 12a-b; ELD.PII.7.4–7

CA CCSS for ELA/Literacy: RI.7.3–4; L.7.1, 3, 6

Related CA Next Generation Science Standard:

MS-ESS2-2 History of Earth: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

Effective Expression

Students who have achieved the standards in the previous grades demonstrate the ability to express themselves in writing, discussing, and presenting, and they demonstrate considerable command of language conventions. Expectations and examples of instruction for grade seven in effective expression are discussed in the following sections.

Writing

In grade seven, expectations for students' writing content, skills, and strategies build on those in grade six while expanding in subtle ways. Students continue to write three different text types for particular purposes and to conduct research, while expanding their abilities in key ways. For example, seventh graders now write arguments in which they acknowledge and address alternate or opposing claims; they support claims or counterarguments; and they use words, phrases, clauses, and appropriate transitions to create cohesion (W.7.1–2). They continue to write narratives to develop real or imagined experiences or events and must now establish a point of view when establishing context (W.7.3). In addition, seventh graders are expected to conduct research and produce written products with increasing independence and attention to audience, purpose, and citation of sources. Specifically, they focus on how well audience and purpose have been addressed in their writing (W.7.5), link to and cite sources (W.7.6), generate additional related, focused questions for further research (W.7.7), use search terms effectively, and follow a standard format for citation (W.7.8).

Figure 6.19 presents a sample of argument writing written by a seventh grader in response to an on-demand assessment. In the piece, the student argues against the use of video cameras in the classroom. The sample is followed by an annotation that analyzes the writing according to the standard (W.7.1). The abbreviated time frame of the assessment and lack of opportunity to perform research and revise may explain the absence of information from sources and occasional errors. Although this sample contains five paragraphs, the number of paragraphs students should write to achieve the standard is not predetermined. (See the grade six and eight sections for narrative and informative/explanatory samples.)



Figure 6.19. Grade Seven Writing Sample

Video Cameras in Classrooms

You are seated in class as your teacher explains and points things out on the whiteboard. You twitch your hand, accidentally nudging your pencil, which rolls off your desk and clatters to the floor. As you lean over to pick up your pencil, your cell phone falls out of your coat pocket! Luckily you catch it without your teacher seeing, but it is in plain view of the video camera's shiny lens that points straight at you. The classroom phone rings, and after a brief conversation, your teacher walks over to your desk and kneels down beside you. "About that cell phone of yours . . ." How did that get you in trouble? How could it possibly be a good idea to put cameras in classrooms?

When students are in their classrooms, teachers are in the classroom, too, usually. But when a teacher goes out of the classroom, what usually happens is either everything goes on as usual, or the students get a little more talkative. Cameras aren't there because people talk a lot. It is the teacher's job to keep people quiet. If something horrible happened, somebody in class would usually report it, or it would just be obvious to the teacher when he came back that something had happened.

If we already have cameras in the halls, why spend the money to get thirty more cameras for all the different classrooms? Our school district already has a low budget, so we would be spending money on something completely unnecessary. There hasn't been camera-worthy trouble in classrooms. Cameraworthy trouble would be bad behavior every time a teacher left the room. There is no reason to install cameras that might just cause trouble, both for the students and for the budget.

Different students react differently when there is a camera in the room. Some students get nervous and flustered, trying hard to stay focused on their work with a camera focused on them. 90% of students claim that they do better work when they are calmer, and cameras are not going to help. Other students look at cameras as a source of entertainment. These students will do things such as wave at the camera, make faces, or say hi to the people watching through the camera. This could be a big distraction for others who are trying to learn and participate in class. Still other students will try to trick the camera. They will find a way to block the lens or do something that the camera will not be likely to catch. All of these different students will be distracted by the cameras in their classrooms.

Instead of solving problems, cameras would cause the problems. That is why I disagree with the idea to put cameras in classrooms. This plan should not be put to action.

Annotation

The writer of this piece

- **Introduces a claim (stated late in the essay)**
 - . . . *I disagree with the idea to put cameras in classrooms. This plan should not be put to action.*
- **Acknowledges alternate or opposing claims**
 - *Instead of solving problems, cameras would cause the problems.*
- **Supports the claim with logical reasoning and relevant evidence, demonstrating an understanding of the topic**
 - *[Cameras are not necessary because] [i]f something horrible happened, somebody in class would usually report it, or it would just be obvious to the teacher when he came back that something had happened.*
 - . . . *we already have cameras in the halls . . .*
 - *Our school district already has a low budget . . .*
- **Uses words, phrases, and clauses to create cohesion and clarify the relationships among the claim, reasons, and evidence**
 - *If . . . already . . . why . . . so . . . Some students . . . Other students . . . These students . . . All of these different students . . .*
- **Establishes and maintains a formal style**
 - *When students are in their classrooms, teachers are in the classroom too, usually. But when a teacher goes out of the classroom, what usually happens is either everything goes on as usual, or the students get a little more talkative.*
 - *Different students react differently when there is a camera in the room.*

- **Provides a concluding statement that follows from and supports the argument presented**
 - *Instead of solving problems, cameras would cause the problems. That is why I disagree with the idea to put cameras in classrooms. This plan should not be put to action.*
- **Demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)**

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C, 40-41.* National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Teachers carefully examine their students' writing to determine the student's achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work, and for EL students, teachers also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

Discussing

Students continue to engage in collaborative discussions with partners and in small groups and in teacher-led discussions with the entire class. In grade seven, students now pose questions that elicit elaboration and make relevant observations that bring discussions back on topic. Teachers model these conversational moves and encourage their use. Teachers can use sentence starters or frames to scaffold student discussion. Figure 6.20 provides sample questions students can pose during discussion.

Figure 6.20. Sentence Starters

Ask a Question:

1. What do you mean when you say _____?
2. Why do you think that _____?
3. Can you give an example?
4. Why does _____ do _____?
5. I think _____ is confusing because _____.
6. If I could ask _____ one question, this would be my question:
7. Why does the author _____?

Source

Excerpted from
 Doing What Works. 2013. "Sentence Starters for Discussions." Submitted by Gateway High School, San Francisco, CA. WestEd.

Presenting

Students in grade seven continue to present claims and findings in argument, narrative, and summary presentations. They now emphasize salient points in a focused, coherent manner (SL.7.4). Specifically in grade seven, students plan and present an argument that mirrors many of the qualities of writing arguments (SL.7.4a). In snapshot 6.7, middle school students create and present spoken word poetry.

Snapshot 6.7. Poets in Society – Spoken Word Poetry and Youth Literacy Integrated ELA and Performing Arts in Grade Seven

As part of an international movement to empower youth through the visual and performing arts, the faculty at Bridges Middle School work with a local community organization to create a thriving arts program that includes spoken word, dance performances, hip-hop and rap music composing, and a mural project. The school frequently holds festivals where the students perform, hold MC battles, and inspire one another. The program's overarching goal is to empower students and their teachers as authors of their own lives and agents of social change. The program helps students see that their teachers view the language and literacy they each bring to the classroom as valid in its own right and as a powerful resource for developing academic English. The program also allows teachers to develop positive relationships with their students and to see them as writers, poets, and performers. Over the years, as the program has been refined, the approach has created trust among students, between teachers and students, among teachers at the school, and between school staff and the community. The key instructional principles of the program are the following:

“Learning how to authentically reach students is a precursor to successful teaching.

Knowing who students are and where they come from allows us to create meaningful and thought-provoking curricula.

Reading, writing, and speaking are the foundations of academic achievement, critical thinking, and social justice within and beyond the walls of school” (Watson, 2013, 393).

All of the teachers work together to nurture the youth literacy through the arts program, and in the English classes, teachers work closely with *poet-mentor educators*, young local spoken-word artists and rappers from the community, to support middle school students writing and performing their own spoken word compositions. After completing a six-month training program, the poet-mentors receive ongoing support from the community organization. Teachers at the school believe that the program has helped them establish more positive and trusting relationships with their students, partly because the students see that their teachers care about what they have to say and think that students' life experiences are valid topics for school conversations and writing. The program has also helped teachers foster students' transfer of what they learn composing spoken word and poetry into their more formal academic writing of informational, narrative, and argumentative texts.

In their English classes, students analyze the lyrics of different types of poetry to understand how the language used creates different effects on the reader. They also compare classical or traditionally-studied poetry (e.g., Shakespeare, Emily Dickenson, or Langston Hughes) to more contemporary forms (e.g., hip-hop lyrics or spoken word). The students view videos of teenagers performing spoken word and discuss how the artists combine language, gestures, facial expressions, intonation, rhythm, and other techniques to create particular rhetorical effects. When the students begin to write their own spoken-word poetry, the teachers post a quotation in the room that the class reads together to set the purpose for learning about and writing spoken word poetry:

Snapshot 6.7. Poets in Society – Spoken Word Poetry and Youth Literacy Integrated ELA and Performing Arts in Grade Seven (cont.)

"Spoken word is a tool to liberate the mind, to illuminate the heart, and allow us to recognize both our common humanity, as well as the challenges that divide us."

Vajra Watson, SAYS Founder and Director, UC Davis School of Education

The poet-mentors and teachers ask the students to channel their own experiences into their writing. For example, the poet-mentor facilitates the following conversation with a class:

Poet-mentor: Can anybody tell me what it means to be *accepted*?

Students: *Respect, self-confidence, smart, honesty, be who you are, loyalty, appearance, do what you're told, friendship, good grades, helping, learning* (as students generate words, the poet-mentor writes them on the board).

Poet-mentor: I want you to do something for me. I want you to write down your five top word choices (students write). Now, circle your three favorite words from that list (students circle the words). Now, I want you to cross out those three words and incorporate the two words that are left into a free write called "I am not who you think I am."

The students' poems are all different, expressing their own life experiences and perspectives. One student shares part of his poem with the class:

Javier: I am not who you think I am. I do not like school. I do like to write.

The teachers and poet-mentors want each student to know that they can make a change, just by using their own literacies. One of the poet-mentors shares his own spoken-word poem with the students, which they then use as a model for writing. His poem, which serves as a mentor text, encourages students to write and perform to communicate their hopes and dreams, disappointments and regrets, fears and angers, and their ambitions. One of the pieces the poet-mentor shares is the following:

I am no illusion of a fantasy
A smart living breathing human being, can it be?
I like to read and write cuz it helps me advantage me
You might have the umbrella, but I got a canopy
See – I made friends, lost some
Some say, "You raw, son"
Hear it so often, I feel like I'm (y'all son)
Wanna do what I want, but it's kinda hard son
Cuz I gotta abide by this thing called the law, one
Two, I gotta prove to you what is real
Cuz fake stuff is apparently a big deal
Poet-Mentor Andre "Dre-T" Tillman

Teachers at the school feel that the community-based poet-mentors are critical to the success of the program because they serve as *translators* and *interpreters* between the students and teachers, not all of whom live in the ethnically and linguistically diverse urban neighborhoods their students call home. The students, teachers, and poet-mentors, feel so

Snapshot 6.7. Poets in Society – Spoken Word Poetry and Youth Literacy Integrated ELA and Performing Arts in Grade Seven (cont.)

strongly about the success of this program that they collaboratively approach foundations and the local city council to seek funding to further deepen community support of and involvement with the project. They speak at city council meetings and write letters to foundations and community organizations inviting them to their annual summit.

CA CCSS for ELA/Literacy: RL.7.4; RL.7.5; W.7.4; SL.7.6; L.7.3

Related CA Visual and Performing Arts Content Standards:

7.5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas . . .

7.5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.

Sources

Adapted from

Sacramento Area Youth Speaks (SAYS). University of California, Davis.

Watson, Vajra M. 2012. *Learning to Liberate: Community-Based Solutions to the Crisis in Urban Education*. New York: Routledge.

Watson, Vajra M. 2013. "Censoring Freedom: Community-Based Professional Development and the Politics of Profanity." *Equity and Excellence in Education* 46 (3): 387–410.

Additional Information

Duncan-Andrade, Jeffrey M. R. and Ernest Morrell. 2008. *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New York: Peter Lang.

Examples of spoken word poetry performances:

- Knowledge for College 5th Annual SAYS Summit 2013 (<http://vimeo.com/73224895>)
- Culture and Language Academy of Success (CLAS) School Video (<http://www.youtube.com/watch?v=W3AbBFzIokg>)
- Brave *New* Voices (BNV) (<http://youthspeaks.org/bravenewvoices>) Spoken Word Movement and BNV Festival Videos (<http://youthspeaks.org/bravenewvoices/blog/>)
- SAYS spoken word poetry on the UC Davis Web site (<http://studentaffairs.ucdavis.edu/equity/says/>)

Using Language Conventions

As in prior grades, students in grade seven are expected to demonstrate command of the conventions of standard English grammar and usage when writing or speaking, and they are expected to demonstrate command of standard English capitalization, punctuation, and spelling when writing. New to grade seven are the following standards:

- L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.2a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt.*).

Content Knowledge

Reading literature and informational texts and engaging in research in English language arts and other subjects help students develop content knowledge and develop understandings of the ways in which reading and writing are employed across the disciplines. Students in grade seven read and write increasingly complex texts and engage in independent reading programs.

Snapshot 6.8 presents a designated ELD lesson in which the phrases and structures useful for making arguments in mathematics are examined.



Snapshot 6.8. Constructing and Critiquing Arguments in Math Designated ELD Connected to Mathematics in Grade Seven

In grade seven, students engage in two mathematical practices that focus on communication: (1) constructing viable arguments and critiquing the reasoning of others and (2) attending to precision. The students are called upon to justify their conclusions, communicate them to others, and respond to the arguments of others. In addition, they listen to or read their peers' arguments, decide whether they make sense, and ask useful questions to help classmates clarify or improve their arguments. Middle school students, who are learning to use key terms carefully and examine claims, try to communicate precisely to others, using clear definitions and reasons in both discussion and in writing.

During designated ELD instruction, teachers work with their English learners to help them gain confidence using the language needed to comprehend, construct and justify arguments, and communicate ideas clearly. Teachers can provide EL students opportunities to practice using words, phrasing, and discourse conventions useful for discussing mathematical content and making sound mathematical arguments. Some of this language includes introductory adverbial phrases (e.g., *In this case, As shown previously*), or cause/effect sentence structures (e.g., *Due to/as a result of _____, I expect/conclude that _____*). Teachers can enhance English learners' ability to engage in dialogue about mathematical ideas by providing structured and meaningful practice using a variety of question openers and extenders (e.g., *Could you clarify what you mean by _____? I'm not sure I agree with you, but let me explain what I mean . . .*). For example, while the rest of the class is working on independent tasks in groups or pairs, teachers might pull a small group of ELs at similar English language proficiency levels to discuss the language resources useful for engaging in conversations about mathematics topics, encouraging ELs to engage in small-group discussion using the mathematical language. This way, teachers can focus strategically on the specific language their EL students need to develop in order to fully engage with the math content and strengthen their ability to use it during whole class and small-group tasks.

During mathematics instruction, teachers monitor students and provide judicious corrective feedback to ensure they are using the language appropriately while also applying the correct mathematical practices and content knowledge.

CA ELD Standards: ELD.PI.7.1, 3, 4, 5, 11a, 12; ELD.PII.7.3–7

Related CA CCSS for Mathematics:

MP.3 Construct viable arguments and critique the reasoning of others.

Foundational Skills

Ideally by the time students enter grade seven, their knowledge of foundational skills is well established. They have a large base of sight words, and they rapidly and effectively employ word recognition skills to identify new printed words. Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, as it should, with the text and the task. Based on an extensive study of oral reading fluency, Hasbrouck and Tindal (2006) recommend that students scoring more than 10 words below the 50th percentile receive additional instruction that targets fluency. See figure 6.21.



Figure 6.21. Mean Oral Reading Rate of Grade Seven Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	180	195	202	0.7
75	156	165	177	0.7
50	128	136	150	0.7
25	102	109	123	0.7
10	79	88	98	0.6
*WCPM = Words Correct Per Minute ** Average words per week growth				
Source				
Hasbrouck, Jan, and Gerald A. Tindal. 2006. "Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers." <i>The Reading Teacher</i> 57: 646–655.				

Fluency rates should be cautiously interpreted with all students. See the discussion of fluency in the overview of the span in this chapter and the section on supporting students strategically. The primary way to support students' fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students should have authentic reasons to reread text because rereading also supports fluency.

For information on teaching foundational skills to middle school students who need it, see the section on supporting students strategically in the overview of this chapter. See also chapter 9 on access and equity.

English Language Development in Grade Seven

The instructional program for EL students, including designated ELD, should anticipate and prepare students for the linguistic and academic challenges of the grade-seven curricula. An intensive focus on language, in ways that build into and from content instruction, supports students' ability to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge. In content instruction with integrated ELD, all teachers with ELs in their classrooms use the CA ELA Standards to *augment* the instruction they provide. English learners at the Emerging level of English language proficiency, particularly ELs who are new to the U.S. and to English, engage in the same cognitively and linguistically demanding coursework as their non-EL peers. However, teachers provide support to newcomer ELs that is responsive to their particular needs.

If students are asked to investigate the causes and effects of climate change in science and then write an explanation, teachers support newcomer ELs by guiding the students to read and discuss short science explanation texts on the topic. Teachers also use these science explanations as mentor texts and explicitly show students how they are organized, specific information typically included in science explanations, and particular language useful for this text type (e.g., domain-specific vocabulary, wording for showing cause and effect relationships, phrases for citing evidence). Teachers also provide students with sentence or paragraph frames to use in their explanations and templates for writing to help them structure their texts appropriately. They might also provide bilingual dictionaries and thesauruses, so students can include precise vocabulary and new grammatical structures to convey their knowledge of the topic. Providing opportunities for newcomer ELs to read and discuss texts in their primary language supports their understandings of the content and their ability to write these text types in English.

Students at the Expanding and Bridging levels of English language proficiency likely do not need all of these scaffolding techniques or such an intensive level of support. As they progress in their understandings of English and their abilities to use English to convey meanings, ELs are able to write longer texts independently that meet the expectations of particular text types. However, all EL students need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 6.22 presents a section of the CA ELD Standards that teachers can use, in tandem with the CA CCSS for ELA/literacy and other content standards, to plan instructional support differentiated by proficiency level and need for scaffolding.

Figure 6.22. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum		
Emerging	Expanding	Bridging
<p>6. Reading/viewing closely</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>)</p>	<p>6. Reading/viewing closely</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).</p>	<p>6. Reading/viewing closely</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).</p>

Designated ELD is a protected time during the regular school day when qualified teachers work with ELs. Students are grouped by similar English proficiency levels, and teachers focus on critical academic language the students need to develop to be successful in academic subjects. Designated ELD time is an opportunity to delve more deeply into the linguistic resources of English that ELs need to develop to engage with and make meaning from content, express their understanding of content, and create new content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time. However, the content focus is derived from ELA and other areas of the curricula. (For more detailed information on integrated and designated ELD, see the grade span section of this chapter and chapter 2 in this *ELA/ELD Framework*.)

ELA/Literacy and ELD in Action in Grade Seven

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of reading complex texts closely and thoughtfully to derive meaning. In addition, reading texts multiple times can reveal layered meanings that may not present themselves to students during a single reading. Accordingly, teachers prepare reading lessons carefully and purposefully before teaching. This preparation includes selecting challenging and interesting texts worth reading and rereading; reading the texts ahead of time to determine why the language might be challenging and for whom; establishing a purpose for reading; and planning a sequence of lessons that build students' abilities to read the text with increasing independence. This process also requires teachers to analyze the cognitive and linguistic demands of the texts, including the sophistication of the ideas or content, students' prior knowledge, and the complexity of the vocabulary, sentences, and organization.

As discussed in the section on meaning making, teachers should model for students the close reading of texts by thinking aloud, highlighting the comprehension questions they ask themselves as readers and pointing out the language and ideas they notice while reading. Teachers guide students to read complex texts frequently and analytically using concrete methods with appropriate levels of scaffolding. Seventh graders need many opportunities to read a wide variety of complex texts and to discuss the texts they read.

Importantly for all students but especially ELs, teachers should explicitly draw attention to particular elements of language (e.g., text structure and organization, text connectives, long noun phrases, types of verbs, verb tenses) that help authors convey particular meanings. These specific elements of language or *language resources* include text connectives to create cohesion (e.g., *for example, suddenly, in the end*); long noun phrases to expand and enrich the meaning of sentences (e.g., "The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder." [NGA/CCSSO 2010a: Appendix B, 91]); and complex sentences which combine ideas and convey meaning in specific ways (e.g., "Because both Patrick and Catherine O'Leary worked, they were able to put a large addition on their cottage despite a lot size of just 25 by 100 feet." [NGA/CCSSO 2010a: Appendix B, 94]). Providing all students, and especially ELs, with opportunities to discuss the language of the complex texts they read enhances their comprehension and develops their awareness of how language is used to make meaning.

Lesson planning should anticipate year-end and unit goals, respond to the current needs of the learners, and incorporate the framing questions in figure 6.23.

Figure 6.23. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

Vignette 6.3 demonstrates how a teacher might implement the CA CCSS for ELA/Literacy and the CA ELD Standards during an ELA lesson focused on close reading. Vignette 6.4 provides an example of how designated ELD can build from and into the types of lessons outlined in vignette 6.3.

Vignette 6.3. You Are What You Eat Close Reading of an Informational Text Integrated ELA/Literacy and ELD Instruction in Grade Seven

Background

Mrs. Massimo is an English language arts (ELA) teacher working with an interdisciplinary team that also includes social studies, science, and math teachers. Her team plans lessons throughout the year that include an array of literary genres and informational texts related to a variety of themes. For the “You Are What You Eat” thematic unit on food, nutrition, and agribusiness, Mrs. Massimo is having her seventh-grade students read *The Omnivore’s Dilemma: The Secrets Behind What You Eat* (Young Reader’s Edition) by Michael Pollan. This nonfiction text examines how food is currently produced in the United States and explores what alternate forms of production are available. Mrs. Massimo’s seventh-grade English class of 32 includes two students with mild learning disabilities, ten English learners at the Expanding level of English language proficiency (most of whom have been in the United States since the primary grades of elementary school), and two English learners at the Emerging level of English language proficiency who have been in U.S. schools for just over a year.

Mrs. Massimo and her team know that middle school is a critical time to prepare students for the increasingly complex texts they will encounter across the disciplines as they progress through secondary school. Using the CA ELD Standards to ensure that they are attending to the language learning needs of their English learners, they make strategic decisions about how to address academic literacy.

Lesson Context

This lesson occurs during the second week of this unit. Mrs. Massimo has shown students a documentary about processed foods, and the class has engaged in lively discussions about the types of foods they like and/or should be eating to be healthy. In this lesson, she continues to build students’ content knowledge of food and nutrition by focusing on the modern farming industry. She guides them to closely read a short passage from Michael Pollan’s text and facilitates a class discussion about it, prompting students to cite textual evidence to support their ideas.

Vignette 6.3. You Are What You Eat
Close Reading of an Informational Text
Integrated ELA/Literacy and ELD Instruction in Grade Seven (cont.)

Learning Targets: The students will analyze a short text about agribusiness to determine what it says explicitly as well as what can be inferred, and they will engage in collaborative conversations about the text, building on classmates' ideas.

CA CCSS for ELA/Literacy: *RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events); RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone; SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.*

CA ELD Standards (Expanding): *ELD.PI.7.1 – Contribute to class, group, and partner discussions; ELD.PI.7.6a – Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts . . . with moderate support; ELD.PI.7.6c – Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.*

Lesson Excerpts

Mrs. Massimo builds her students' background knowledge by reading a short passage aloud as students follow along in their own copies of the text. The passage is related to what students will read and contains many of the words they will encounter (e.g., *agribusiness, fertilizer, chemicals, yield*). By reading aloud Mrs. Massimo is intentionally modeling prosody and pronunciation of words that may be unfamiliar. She also models the use of comprehension strategies, asking herself clarifying questions as she reads and stopping every so often to summarize what she has read.

Mrs. Massimo then asks students to read a passage independently and to consider some text-dependent questions as they do. She asks them to jot down their responses in their reading journals as well as note any questions they have about the reading or any unfamiliar vocabulary. (Previously, Mrs. Massimo met separately with the two English learners at the Emerging level to ensure that they understand the meaning of the questions, and to preview the content knowledge embedded in the text they will read.) The questions she asks students to think about as they read the text on their own for the first time are the following:

- What is this text primarily about?
- What are some key events or details that help us understand what the text is about?
- What are some important words needed to discuss the main ideas?

Excerpt from the text (Chapter 3, "From Farm to Factory")

It may seem that I've given corn too much credit. After all, corn is just a plant. How could a plant take over our food chain and push out almost every other species? Well, it had some help—from the U.S. Government.

Vignette 6.3. You Are What You Eat
Close Reading of an Informational Text
Integrated ELA/Literacy and ELD Instruction in Grade Seven (cont.)

At the heart of the industrial food chain are huge businesses, **agribusinesses**. The same businesses that create new seeds provide farmers with the tools and fertilizer they need to grow lots of corn. Agribusinesses also need cheap corn from which they make **processed food** and hundreds of other products. To get the corn flowing and keep it flowing, agribusiness depends on government **regulations** and taxpayer money.

The government started seriously helping corn back in 1947. That was when a huge weapons plant in Muscle Shoals, Alabama switched over to making chemical fertilizer. How can a weapons plant make fertilizer? Because **ammonium nitrate**, the main ingredient in explosives, happens to be an excellent source of **nitrogen**. And nitrogen is one of the main ingredients in **fertilizer**.

After World War II, the government found itself with a tremendous surplus of ammonium nitrate. There was a debate about what the government should do with the leftover bomb material. One idea was to spray it on forests to help out the timber industry. But the scientists in the Department of Agriculture had a better idea: Spread the ammonium nitrate on farmland as fertilizer. And so the government helped launch the chemical fertilizer industry. (It also helped start the **pesticide** industry, since insect killers are based on poison gases developed for the war.)

Chemical fertilizer was needed to grow **hybrid corn** because it is a very hungry crop. The richest acre of Iowa soil could never feed thirty thousand hungry corn plants year after year without added fertilizer. Though hybrids were introduced in the thirties, it wasn't until farmers started using chemical fertilizers in the 1950s that corn yields really exploded.

After students read the text independently, Mrs. Massimo asks them to discuss their notes in triads for five minutes and come to consensus about their responses to the guiding questions. This gives them an opportunity to collaboratively analyze the text's meanings before she hones in on the key ideas she wants them to focus on next. Mrs. Massimo groups students into triads, making sure that participants in each group can work well together and complement one other's strengths and areas for growth (e.g., a student who has an expansive vocabulary paired with one student who is a good facilitator and another who has a deep interest in science). She also ensures that the two English learners at the Emerging level are each in a triad with a *language broker*, that is, another student who can support their understanding by using their primary language.

As a follow up to their small group conversations, Mrs. Massimo conducts a whole class discussion, asking some text-dependent questions, which she prepared ahead of time:

- What is agribusiness?
- How did the U.S. government help launch the chemical fertilizer industry?
- Why are chemical fertilizers so important and necessary to agribusiness?

Vignette 6.3. You Are What You Eat
Close Reading of an Informational Text
Integrated ELA/Literacy and ELD Instruction in Grade Seven (cont.)

As students share out, she charts their responses for everyone to see using the document camera.

Julissa: Our group said this text is mostly about the big businesses that make processed food. They used the chemicals from the weapons factory to make fertilizers for the farms.

Mrs. Massimo: I see. And what word was used in the text to refer to those big businesses that grow food?

Julissa: (Looking at her notes.) Agribusinesses?

Mrs. Massimo: (Writes *agribusiness* using the document camera.) Yes, let's make sure everyone writes that down in their notes. That term is critical for understanding the text we're reading. Based on your understandings, how should we define *agribusinesses*?

Mrs. Massimo guides the class to define the term in their own words, prompting them to refer to their notes and to go back into the text to achieve a precise definition. Here is what the class generates:

Agribusinesses: *Huge companies that do big farming as their business. They sell the seeds, tools, and fertilizer to farmers, and they also make processed foods.*

Mrs. Massimo continues to facilitate the conversation, prompting students to provide details about the text, using evidence they cited while reading independently and in their collaborative conversations. She also clarifies any vocabulary that was confusing or that students were unable to define in their small groups. She anticipated that certain words might be unfamiliar to students (e.g., bolded words in the text excerpt) and has prepared short explanations for them, which she provides to students.

When students' responses are incomplete or not detailed enough, she prompts them to elaborate.

Mrs. Massimo: Why are chemical fertilizers so important and necessary to agribusiness?

Sandra: They help the food grow.

Mrs. Massimo: Can you say more about that?

Sandra: It has something in it that the crops need to grow. Nitra- (looks at her text) nitrogen. It was in all the ammonium nitrate they had at the weapons factory. And nitrogen helps the plants to grow. So they had all this ammonium nitrate, and they made it into chemical fertilizer, and that helped the corn—the hybrid corn—grow more.

Mrs. Massimo: Okay, so why was it so important for the agribusinesses to have this chemical fertilizer and for the hybrid corn to grow?

Sandra: Because they need a lot of cheap corn to make processed foods.

Vignette 6.3. You Are What You Eat Close Reading of an Informational Text Integrated ELA/Literacy and ELD Instruction in Grade Seven (cont.)

Most of the meanings of words in this text can be determined from the context. During class discussion of the text-dependent questions, Mrs. Massimo reviews how to learn vocabulary from contextual clues. For example, she shows students the following sentences from the text and explains that the definition of a challenging word can be embedded within the sentence (in an appositive phrase set off by commas), or in a phrase following the challenging word: *Because **ammonium nitrate**, the main ingredient in explosives, happens to be an excellent source of **nitrogen**. And nitrogen is one of the main ingredients in fertilizer.)*

Mrs. Massimo also points out that the connector *because* introduces a dependent clause—that is, a clause that should be combined with a complete sentence—yet here the clause stands alone.

Mrs. Massimo: Why do you think the author chose to do this? Take a look at the text and briefly talk with your group. (Waits for 30 seconds.)

Tom: The sentence that comes before it is a question, “How can a weapons plant make fertilizer?” so he’s just answering his question.

Mrs. Massimo: Is that the style we usually see in an academic text we’re reading?

Tom: No, it seems like he’s trying to make it seem like he’s having a conversation with us, like he’s being more informal.

Mrs. Massimo: Yes, in everyday conversation, responding to a question and starting with *because* is natural. This passage is helping to define unfamiliar terms and concepts by using a more conversational style. That leaves us with an incomplete sentence, but Pollan is making this choice deliberately. He’s really thinking about the audience when he chooses to write like that. He wants to connect with his readers by using a more conversational tone. When you’re having a conversation, and even when you write sometimes, you can also make that choice. But you also need to consider your audience and remember that usually, when you’re writing for school, you need to use complete sentences.

Next Steps

After the lesson, Mrs. Massimo again pulls aside her two English learners at the Emerging level to ensure that they understood the critical points of the text. She reviews their journal notes and has a brief discussion with them, clarifying as needed and reinforcing the meanings of some of the vocabulary used that day.

Later on in the unit, Mrs. Massimo will guide the students to write arguments about topics related to the “You Are What You Eat” theme. As they write, students will use a rubric to ensure that their arguments support their claims with clear reasons and relevant evidence, maintain a formal style, and use appropriate text structure and organization.

Resources

Pollan, Michael. 2006. *The Omnivore’s Dilemma: The Secrets Behind What You Eat*. Young Readers Edition reprinted in 2009. St. Louis, MO: Turtleback Books.

Vignette 6.3. You Are What You Eat Close Reading of an Informational Text Integrated ELA/Literacy and ELD Instruction in Grade Seven (cont.)

Sources

Adapted from

Student Achievement Partners. 2013b. "Close Reading Model Lessons: 'The Omnivore's Dilemma: The Secrets Behind What You Eat' by Michael Pollan." *Achieve the Core*.

California Department of Education. 2014. "Learning About How English Works." *California English Language Development Standards: Kindergarten Through Grade 12*, 159–176. Sacramento, CA: California Department of Education.

Additional Information

- Achieve the Core has other CCSS-aligned lessons at each grade level as well as student work samples at <http://achievethecore.org>.

Designated ELD Vignette

Vignette 6.3 illustrates good teaching for all students with particular attention to the learning needs of ELs. English learners additionally benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction and focuses on their particular language learning needs. Vignette 6.4 illustrates how designated ELD can build from and into the types of lessons outlined in vignette 6.3. It also illustrates how teachers can show their students ways to deconstruct, or unpack, the language resources in arguments.

Vignette 6.4. Analyzing Arguments: Text Organization and the Language of Persuasion Designated ELD in Grade Seven

Background

During designated ELD, Ms. Quincy, the school's English as an additional language specialist, teaches a class of English learners, most of whom are at the Expanding level of English language proficiency. Many are long-term English learners, that is, they have been in U.S. schools since the elementary grades, but have not yet reached academic proficiency in English, according to state assessments. A few English learners in this class are at the Emerging level of English language proficiency. They have been in the country for a little over a year, are progressing well, and are already fairly fluent in everyday English. All of the students experience challenges using academic English when writing academic papers or providing oral presentations. Ms. Quincy uses grade level texts to help students strengthen their use of academic language in both writing and speaking.

Lesson Context

Ms. Quincy collaborates with an interdisciplinary team that includes Mrs. Massimo, the ELA teacher, on a series of lessons where students read informational texts for the cross-disciplinary thematic unit on food, nutrition, and agriculture, "You Are What You Eat." Ms. Quincy and Mrs. Massimo worked together to design a series of designated ELD lessons that build into and from the interdisciplinary unit. They want to ensure their English learners will be successful with the literacy tasks they engage in throughout the unit and will be well prepared for the culminating task: a written argument supported by evidence from the texts and multimedia they used to research the topic.

Vignette 6.4. Analyzing Arguments: Text Organization and the Language of Persuasion Designated ELD in Grade Seven (cont.)

Both teachers have noticed that many of the English learners in Mrs. Massimo's class are challenged by some of the academic texts they are reading and by the short writing assignments that are leading toward the research project. As the unit progresses, Ms. Quincy adjusts her lessons to ensure that students receive sufficient scaffolding to meet the high expectations she and Mrs. Massimo hold for them. In today's lesson, Ms. Quincy will begin guiding the students to analyze several mentor texts—in this case, arguments written by previous students, as well as newspaper editorials. The class will be looking closely at the language resources the writers used to persuade readers to think a certain way or take specific action. The learning target and CA ELD Standards for today's lesson are the following:

Learning Target: Students will analyze a written argument, focusing on the text structure and organization and language resources strategies used to persuade an audience. They will engage in discussions about the text's structure and language resources.

CA ELD Standards (Expanding): ELD.PI.7.1 – *Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas;* ELD.PI.7.4 – *Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience;* ELD.PII.7.1 – *Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives;* ELD.PII.7.2b – *Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.*

Lesson Excerpts

Ms. Quincy begins by activating students' background knowledge about persuasion and argumentation by asking them to discuss the following question with a partner:

Have you ever tried to persuade someone to do something? What did you say? How did you say it? Did it work?

After the students have had a couple of minutes to discuss the questions, she explains the purpose of constructing arguments.

Ms. Quincy: When we make an argument, our purpose is to persuade someone to think a certain way or to do something. You're very familiar with trying to persuade people with good reasons in a conversation. The way we persuade people in a conversation is different from the way we persuade others in writing. When we write to persuade others, there are certain language resources we can use to construct a strong argument. We're going to take a look at those language resources, and we're going to look at how an argument is structured so that you can write arguments later in this unit.

Vignette 6.4. Analyzing Arguments: Text Organization and the Language of Persuasion Designated ELD in Grade Seven (cont.)

Ms. Quincy distributes copies of an argument written by a student the previous year. She also displays the text using a document camera. She begins by having the students read the text chorally with her. The content of the text is familiar because the class is in the middle of the thematic unit on food, nutrition, and agribusiness. Nevertheless, she ensures that they understand the general idea of the text by telling them that the text is an argument that was written as a school newspaper editorial about serving organic foods in the cafeteria. She tells them that as they analyze the text structure, they will comprehend the text more fully.

Next, she shows them the text structure and organization of the mentor text by breaking the text up into meaningful chunks. She draws a line to separate each large chunk, or *stage*, and in the left-hand column, she explains that they will use the terms *position statement*, *arguments*, and *reiteration of appeal* to indicate what these stages are. Under each stage, she writes what the *phases* of each stage are and explains that the phases show where the writer is making deliberate choices about how to use language to get her idea across. Knowing where the stages and phases are, she explains, will help them to understand the argument, and it will also give them ideas about how to structure their own arguments. She has the students write the stages and phases on their copy of the text.

Stages (bigger chunks) and <i>Phases</i> (smaller chunks inside stages)	Title: "Our School Should Serve Organic Foods"
Position Statement <i>Issue</i> <i>Appeal</i>	<p>All students who come to Rosa Parks Middle School deserve to be served healthy, safe, and delicious food. Organic foods are more nutritious and safer to eat than non-organic foods, which are treated with pesticides. Our school <i>should</i> serve only organic foods because it's our basic right to know that we're being taken care of by the adults in our school. Organic foods <i>might</i> be more expensive than non-organic foods, but I think we can all work together to make sure that we eat only the healthiest foods, and that means organic.</p>
Arguments <i>Point A</i> <i>Elaboration</i>	<p>Eating organic foods is safer for you because the crops aren't treated with chemical pesticides like non-organic crops are. According to a recent study by Stanford University, 38% of non-organic produce had pesticides on them compared with only 7% of organic produce. Some scientists say that exposure to pesticides in food is related to neurobehavioral problems in children, like ADHD. Other studies show that even low levels of pesticide exposure can hurt us. I definitely don't want to take the risk of poisoning myself every time I eat lunch.</p>

**Vignette 6.4. Analyzing Arguments: Text Organization and the Language of Persuasion
Designated ELD in Grade Seven (cont.)**

<i>Point B Elaboration</i>	<p>Organic food is more nutritious and healthier for your body. The Stanford University study also reported that organic milk and chicken contain more omega-3 fatty acids than non-organic milk and chicken. Omega-3 fatty acids are important for brain health and also might help reduce heart disease, so we should be eating foods that contain them. According to Michael Pollan and other experts, fruits and vegetables grown in organic soils have more nutrients in them. They also say that eating the fruits and vegetables close to the time they were picked preserves more nutrients. This is a good reason to get our school food from local organic farms. Eating local organic foods helps keep us healthier, and it also supports the local economy. We <i>might</i> even be able to get organic crops cheaper if we work more with local farms.</p>
<i>Point C Elaboration</i>	<p>Organic foods are better for the environment and for the people who grow the food. Farmers who grow organic produce don't use chemicals to fertilize the soil or pesticides to keep away insects or weeds. Instead, they use other methods like beneficial insects and crop rotation. This means that chemicals won't run off the farm and into streams and our water supply. This helps to protect the environment and our health. In addition, on organic farms, the farmworkers who pick the food aren't exposed to dangerous chemicals that <i>could</i> damage their health. This isn't just good for our school. It's something good we <i>should</i> do for ourselves, other human beings, and the planet.</p>
Reiteration of Appeal	<p>To put it simply, organic foods are more nutritious, safer for our bodies, and better for the environment. But there's another reason we <i>should</i> go organic. It tastes better. Non-organic food can sometimes taste like cardboard, but organic food is always delicious. When I bite into an apple or a strawberry, I want it to taste good, and I don't want a mouthful of pesticides. Some people <i>might</i> say that organic is too expensive. I say that we can't afford to risk the health of students at this school by not serving organic foods. Therefore, we <i>must</i> find a way to make organic foods part of our school lunches.</p>
<p>Source California Department of Education. 2014. "Table 5.2 Example of Argument Text Structure." <i>California English Language Development Standards: Kindergarten Through Grade 12</i>, 166. Sacramento, CA: California Department of Education.</p>	

Once the students have the stages of their arguments delineated, Ms. Quincy models how she locates key sentences, which she highlights:

Vignette 6.4. Analyzing Arguments: Text Organization and the Language of Persuasion Designated ELD in Grade Seven (cont.)

- **The position statement:** All students who come to Rosa Parks Middle School deserve to be served healthy, safe, and delicious food.
- **The issue:** Organic foods are more nutritious and safer to eat than non-organic foods, which are treated with pesticides.
- **The appeal:** Our school should serve only organic foods because it's our basic right to know that we're being taken care of by the adults in our school.

She underlines the arguments and briefly notes that the rest of the paragraphs elaborate on the arguments.

Ms. Quincy: We're going to be looking at text structure and organization a lot over the next couple of weeks, so if things aren't clear right now, don't worry. What I want to spend most of our time on today is all the different kinds of language resources you can use when you write an argument. We'll be looking several arguments that some students your age wrote, as well as some newspaper articles that are arguments so that you can see that there are a lot of language resources to choose from.

Thyda: What do you mean by "language resources?"

Ms. Quincy: A *resource* is something you can use to do something. Language resources are words or groups of words that help you make meaning and accomplish particular goals with language. Some language resources help you put ideas together in sentences, like when you use the words *and* or *but* or *because*. Other resources help you to be precise, for example, when you use specific vocabulary words. Because we're focusing on argumentative texts, we're going to explore which kinds of language resources are used in arguments to make a text more persuasive.

Ms. Quincy models how she identifies language resources by reading the first paragraph. She stops at the word *should*. She highlights the word and points out that it is a modal verb that expresses the point of view of the author. The word *should*, she points out, makes the statement much stronger than if the author had used the words *could* or *can*. The modal *should* tells us what the author thinks is right or best; the modals *could* and *can* simply tell us what the author thinks is possible.

She writes this observation in the margin. Next, she asks the students to work together in pairs to explore the rest of the text, paragraph by paragraph, and to work collaboratively to identify other language resources that make the text persuasive. She asks them to underline important terms or moves the writer makes, agree on how and why the language is persuasive, and write their ideas in the margin. (She has each student at the Emerging level of English language proficiency work with two other students at the Expanding level whom she knows will support and include them in the task.) As the students are exploring the text, she walks around the classroom to provide support when needed and observe which language features and resources they notice.

Vignette 6.4. Analyzing Arguments: Text Organization and the Language of Persuasion Designated ELD in Grade Seven (cont.)

- Samuel: "According to a recent study by Stanford University"—it seems like they're using that to show there's proof.
- Mai: It seems like they're using what?
- Samuel: The words at the beginning, "according to."
- Mai: Yeah, because after that they have some numbers about pesticides, "38% of non-organic produce had pesticides on them compared with only 7% of organic produce." If they just said that, without *according to*, then it sounds less important or official.
- Samuel: Let's underline that and say it makes it sound important and official.
- Ms. Quincy: Can you say a little more about that? What do you mean by "important and official"?
- Mai: It's like, he can say the numbers, but when you say "according to a study," then that means there's evidence.
- Samuel: Or if you say "according to a scientist," that means someone important thinks it's true.
- Ms. Quincy: Like an expert?
- Samuel: Yeah, a scientist is like an expert on things, and a study is like evidence, so if you say "according to" that expert or that evidence, that makes your argument stronger.

Ms. Quincy carefully observes students at the Emerging level of proficiency and steps in when extra scaffolding is needed. She will also check in with these students at the end of class to ensure that they understood the purpose of the task and the ideas discussed.

After ten minutes of exploration, Ms. Quincy pulls the class together and asks them to share their observations. She writes their observations on chart paper so that the students can continue to add their ideas over the next two weeks and can refer to the chart when they begin to construct their own arguments.

**Vignette 6.4. Analyzing Arguments: Text Organization and the Language of Persuasion
Designated ELD in Grade Seven (cont.)**

Language Resources Useful for Writing Arguments		
Language resource and examples	Example from the text	What it does
According to + (noun or pronoun), statement.	According to Michael Pollan and other experts, fruits and vegetables grown in organic soils have more nutrients in them.	Lets you cite evidence or an expert; makes it sound more official
Modal verbs: should, would, could, might, may, must	Our school <i>should</i> serve only organic foods . . . Organic foods <i>might</i> be more expensive . . .	Makes statements stronger or softer; lets the reader know that you believe something or doubt it's true
Judging words: deserve, basic right, more nutritious, safer	. . . it's our <i>basic right</i> to know that we're being taken care of by the adults in our school.	Shows how the author is judging or evaluating things
Precise words and academic words: nutritious, organic produce	Some scientists say that <i>exposure to pesticides</i> in food is <i>related to neurobehavioral problems</i> in children, like ADHD.	Makes the reader think you know what you're talking about and gets at the meaning you want

Ms. Quincy points out that there's an important reason for using terms like *according to*.

Ms. Quincy: I agree that it does make the writing seem more *official*. But there's an important reason *why* we use terms like *according to*. We have to attribute facts to their source. That means that we have to say where the facts came from, and *according to* is one way to do that. Facts aren't always just facts. They come from somewhere or from someone, and we have to make judgments about where they came from – the source. We have to decide if the source is *credible*, or rather, if the source knows enough to be able to give us these facts. There are lots of ways to do this. For example, we could also say something like, "Scientists at Stanford found that . . ."

The students have also noted that there are some words that help to connect ideas (create cohesion or flow) within the text. In their planning, Mrs. Massimo and Ms. Quincy had anticipated this, so they created a chart that they would each use in their classrooms to support students' use of cohesive devices. Ms. Quincy records the *text connectives* that

Vignette 6.4. Analyzing Arguments: Text Organization and the Language of Persuasion Designated ELD in Grade Seven (cont.)

students identify (*in addition, instead, to put it simply, therefore*) and provides them with other text connectives that are useful for creating cohesion. (The class will add additional terms to the chart over time.)

Why use?	Which text connectives to use (to help create cohesion)
adding ideas	<i>in addition, also, furthermore</i>
sequence	<i>first of all, finally, next, then, to begin with, lastly</i>
example	<i>for example, to illustrate, for instance, to be specific, in the same way</i>
results	<i>as a result, as a consequence, consequently, therefore, for this reason, because of this</i>
purpose	<i>to this end, for this purpose, with this in mind, for this reason(s)</i>
comparison	<i>like, in the same manner (way), as so, similarly</i>
contrast	<i>instead, in contrast, conversely, however, still, nevertheless, yet, on the other hand, on the contrary, in spite of this, actually, in fact</i>
summarize	<i>to put it simply, in summary, to sum up, in short, finally, therefore, as you can see</i>

Next Steps

Over the next two weeks, Ms. Quincy will continue to work with students to analyze other mentor texts, deconstruct some of the sentences in them, and discuss the language resources used by the authors of these texts. Once the students have had many opportunities to analyze these texts, she will guide them to help her co-construct an argument on the theme, employing the text structure and organization of arguments as well as some of the language resources they have identified.

When Ms. Quincy and Mrs. Massimo meet for collaborative planning later that week, they discuss how the lesson went. Ms. Quincy shares that the students responded well but that there were some questions that were difficult to answer. Mrs. Massimo invites Ms. Quincy to come into her ELA class the following week to co-teach a lesson on language resources in arguments so that she can learn how to show all of her students ways to identify and use the language of persuasion. With both of them working on this area of language development, Mrs. Massimo suggests, perhaps some of the students' questions will become easier to answer.

Resource

Pollan, Michael. 2006. *The Omnivore's Dilemma: The Secrets Behind What You Eat*. Young Readers Edition reprinted in 2009. St. Louis, MO: Turtleback Books.

Vignette 6.4. Analyzing Arguments: Text Organization and the Language of Persuasion Designated ELD in Grade Seven (cont.)

Sources

Adapted from

California Department of Education. 2014. "Learning About How English Works." *California English Language Development Standards: Kindergarten Through Grade 12*, 159–176. Sacramento, CA: California Department of Education.

Derevianka, Beverly, and Pauline Jones. 2012. *Teaching Language in Context*. Melbourne, Australia: Oxford University Press.

Additional Information

For further reading on teaching students about the language resources of different text types, see

Gibbons, Pauline. 2009. *English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone*. Portsmouth, NH: Heinemann.

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners, students with disabilities, ELs at different English language proficiency levels, standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique dispositions, skills, histories, and circumstances. Teachers need to know their students well through appropriate assessment practices and other methods in order to design effective instruction for them and adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this evaluation of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9. Importantly, students will not receive the excellent education called for in this *ELA/ELD Framework* without genuine collaborations among those responsible for educating California's children and youth. (See figure 6.24).

Seventh-grade students are in the midst of their early adolescence, and their desire for novelty and human connection has made the year exciting and challenging. They have examined inspiring literature, explored ancient worlds in history, and exercised their intellects in many disciplines. Looking to the last year of middle school, they are ready to engage with new ideas and build new knowledge.

Figure 6.24. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they regularly collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

Grade Eight

Eighth graders are in their last year of junior high school or middle school and need to be prepared during this year to meet the rigors of a high school program designed to help them develop the readiness for college, careers, and civic life; attain the capacities of a literate individual; become broadly literate; and acquire 21st century skills. They continue to engage with ideas, concepts, knowledge, and stories in literature and informational text both in what they read in school and independently. In eighth grade, students continue to engage with the standards for literacy in history/social studies, science and technical subjects, strengthening development of reading and writing skills not just in language arts, but across the content areas. Eighth graders who are entering school as ELs, or who have been in U.S. schools since the elementary years but are still designated as ELs, need particular attention, as their English language and literacy abilities (especially in academic English) must improve in an *accelerated time frame* in order for them to be prepared for the rigors of high school in one year.

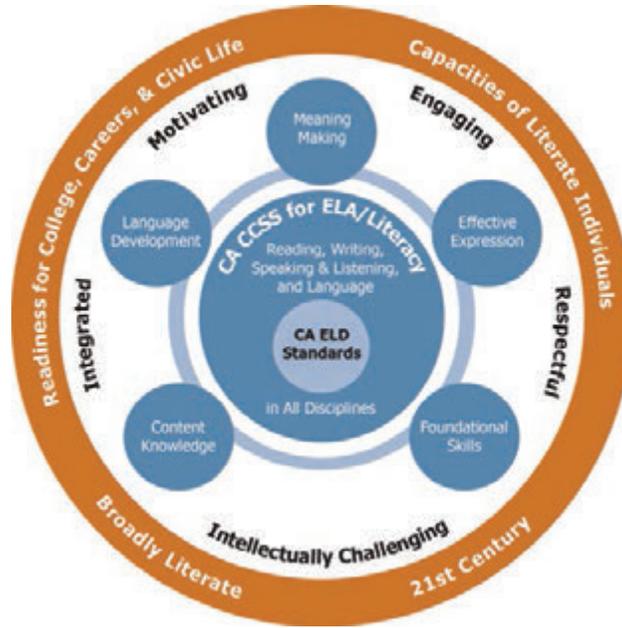
Eighth graders are in their last year of junior high school or middle school and need to be prepared during this year to meet the rigors of a high school program designed to help them develop the readiness for college, careers, and civic life; attain the capacities of a literate individual; become broadly literate; and acquire 21st century skills.

This grade-level section provides an overview of the key themes of ELA/Literacy and ELD instruction in grade eight. It offers guidance for ensuring ELs have access to ELA and content instruction, including integrated and designated ELD instruction. Snapshots and vignettes bring several of the concepts to life.

Key Themes of ELA/Literacy and ELD Instruction in Grade Eight

In this section, the key themes of ELA/Literacy and ELD instruction are discussed as they apply to grade eight. These include **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. See figure 6.25. These themes are largely overlapping and consistent with the call for the integration of reading, writing, speaking and listening, and language in the CA CCSS for ELA Literacy and the CA ELD Standards. Inextricably linked to every area of the curriculum, the two sets of standards promote an interdisciplinary approach. Each of the snapshots for grade eight that follow is presented in connection with a theme; however, many snapshots illustrate several themes. The two vignettes at the end of the section for grade eight depict integrated ELA and ELD instruction and designated ELD instruction based on the same topic and/or readings.

Figure 6.25. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

In grade eight, the level of rigor and text complexity continues to increase from earlier grades as students also increase in their ability to generate meaningful analysis and demonstrate understanding. Eighth graders make meaning by analyzing and presenting relationships and connections among ideas and information in reading, writing, and speaking. Specifically they analyze the relationship of a theme to characters, setting, and plot (RL.8.2) and analyze how a text makes connections among and distinctions between individuals, ideas, or events (RI.8.3). They delineate and evaluate arguments and claims in a text (RI.8.8) and distinguish the claims they make in their own writing from alternate or opposing claims (W.8.1a). They explore and present relationships among experiences, events, information, and ideas as they write (W.8.3c, W.8.6) and pose questions during discussions that connect the ideas of several speakers (SL.8.1c).



As in previous grades, students engage in meaning making as they read closely to understand what a text says explicitly and to draw inferences from a text. Developing summaries, students sort through the ideas of a text to identify those that are central, distilling their understandings to the essence of a piece. For example, teachers might employ the activity in figure 6.26, *This Is About/ This Is Really About*, for this purpose. This activity guides students to be more precise when writing summaries because it leads them to infer the main idea when it refers to an unstated theme or big idea.

Figure 6.26. Procedure for Identifying Main Ideas and Developing a Summary

This Is About/This Is *Really* About

Purpose:

Students work in the whole class, individually, and in groups to identify main ideas and use them to synthesize or infer a summary.

Procedure:

- Ask students to silently read a passage and be ready to tell *what the passage is about*.
- Record all student ideas, details and main ideas alike.
- Have the class compare the ideas on the list to distinguish main ideas and details. Highlight those identified as main ideas. Some texts may require you to prompt students to make inferences about what the main idea may be.
- Have students individually decide which statements from the list capture all or part of the main idea.
- Have students work in pairs or trios to compare their ideas and agree on which to include or synthesize.
- Record groups' ideas and facilitate another class discussion about why some ideas are or are not main ideas. Edit the list accordingly.
- Depending on the affordances of the text, challenge students to capture big ideas or themes by continuing to ask, "This is about that, but what is it really about?"
- Have students return to their groups and write a summary of the passage.

Using the procedure described above for synthesizing main ideas into a summary, students reading the young adult novel *Julie and the Wolves* by Jean Craighead George might come up with ideas like those that follow.

Process:

1. List, winnow, and combine their most important ideas.
2. Step back to decide what those ideas are really about.
3. Write a summary that incorporates the text's big ideas and most salient details.

Class List:

Chapter 1 is about . . .

- a girl who runs away
- a girl who is lost in the tundra.
- an Eskimo girl.
- a girl who tries to escape a traditional arranged marriage.
- surviving the elements in an Alaskan winter.
- a girl who is unhappy about decisions being made for her.

Group Work:

Chapter 1 is about . . .

- a girl who runs away and is lost on the Alaskan tundra over a winter.
- an Eskimo girl who tries to escape a traditional arranged marriage.

Chapter 1 is *really* about . . .

- a girl struggling with cultural identity.
- a girl learning to confront difficult choices.
- a girl struggling with gender roles.

Summary of Chapter 1:

Julie is a girl of Eskimo ancestry who is learning to confront difficult cultural choices. To avoid the Eskimos tradition of an arranged marriage, she runs away into the vast Alaskan tundra.

CA CCSS for ELA/Literacy: RL.8.2; RI.8.2; W.8.5; SL.8.1

Source

Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. 2012. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. 2nd ed., 222. San Francisco, CA: Jossey-Bass.

Language Development

As noted in the overview of this chapter, academic language spans all areas of ELA and ELD: reading, writing, speaking, and listening. Knowledge of academic language is crucial for understanding written texts, lectures, and multimedia presentations as well as producing written texts and oral presentations. Thus, elements of academic language are addressed in the sections on meaning making, effective expression, and content knowledge for each grade. Students in grade eight are expected to read and write more complex literary and informational texts, expanding their content-area knowledge and actively developing their academic vocabulary in disciplines such as history, science, and other subjects. They

Students in grade eight are expected to understand and use sentence patterns and verbs in active and passive voice and the conditional and subjunctive mood to achieve particular effects in listening, speaking, reading, and writing.

make meaning of words and phrases that may be similar but hold different meanings depending upon the academic context. Students in grade eight are expected to understand and use sentence patterns and verbs in active and passive voice and the conditional and subjunctive mood to achieve particular effects in listening, speaking, reading, and writing (L.8.3a).

An example of a classroom activity that builds metalinguistic awareness of language and its conventions follows in figure 6.27.



Figure 6.27. Sentence Detective Practice

Procedure:

Invite students to nominate a sentence or brief passage that is confusing for reasons other than vocabulary. For example, a sentence may be grammatically complex or the passage may use figurative language that is unfamiliar to students.

On a display that all can see, write the sentence or passage and alternate with students identifying punctuation, transition or other signal words, referents, and phrases that are either a source of confusion or that help illuminate the meaning of the sentence or passage.

Facilitate a discussion so that students can think aloud and talk about the strategies they are using to clarify the meaning of the sentence or passage. In other words, support the students to be aware of how they are making deductions about meaning using metacognitive strategies (thinking aloud about how one is thinking) and metalinguistic strategies (thinking aloud about how one is using language).

Have the students work in partners, and give them an opportunity to continue to practice being sentence detectives with other sentences or passages.

Bring the class back together to discuss the students' ideas, confirm their deductions, and identify their processes for figuring out the meanings of the challenging sentences or passages.

Sample text:

Preamble to the Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Source

Adapted from

Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. 2012. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. 2nd ed., 272. San Francisco, CA: Jossey-Bass.

In snapshot 6.9, students examine the vocabulary and syntax of a text as they consider issues of cyberbullying.

**Snapshot 6.9. Developing and Defending an Argument
Integrated ELA/Literacy and Civic Learning Instruction in Grade Eight**

At the beginning of class one day, Ms. Okonjo asks her students the following question, which she has also posted on the SMART board:

Should our democracy allow schools to punish students for off-campus cyberbullying?

She has her students briefly discuss their initial reactions to the question in their table groups and explains that today they will read an article on cyberbullying that includes two arguments: one in favor and one against allowing schools to punish students for off-campus cyberbullying.

Snapshot 6.9. Developing and Defending an Argument Integrated ELA/Literacy and Civic Learning Instruction in Grade Eight (cont.)

Ms. Okonjo writes three key words from the question: *democracy*, *off-campus*, and *cyberbullying* on the board and asks the students to discuss what they know about each of these terms and then jot down a list of words associated with each term. After asking a few students to report out on what their groups generated, she acknowledges students' understandings and tells them that they are going to learn more about the terms in an article they will read.

First, Ms. Okonjo asks the students to read the short article individually, circling any words or phrases they find are unclear. She also asks students to place a question mark next to longer passages that they need clarification about. After the first reading, she asks students to work together in table groups to help one another clarify the terms and ideas. Next, she guides the whole class in creating a list of unfamiliar terms with explanations for each, using an online collaborative document program (projected via the document camera). Students will be able to refer to this online word bank later and will also be able to collectively refine various terms' explanations over time.

Once they have discussed unfamiliar terms and phrases, the class collaboratively deconstructs a few complicated sentences selected by the students. For example, students analyze the first sentence:

"Although schools have a duty to protect the safety and well-being of their students, much of this *cyberbullying* takes place off-campus, outside of school hours."

Structure: Type of Clause? How I know?	Text Excerpt: Broken Into Clauses	Meaning: What It Means in My Own Words
Dependent, it starts with <i>although</i> , so it depends on the other part of the sentence	<i>Although</i> schools have a duty to protect the safety and well-being of their students	Schools are supposed to take care of their students. But . . . The word <i>although</i> lets us know that cyberbullying might still be happening.
Independent, even if I take the other part of the sentence away it is still a complete sentence.	much of this cyberbullying takes place off-campus, outside of school hours.	Students use texting, Facebook, and other technology to bully others, but they do it afterschool. So, cyberbullying is still happening.

Ms. Okonjo then asks the students to go back into the text and to work in their table groups to identify the arguments for and against schools punishing students for off-campus cyberbullying. She tells them to take turns reading the paragraphs and to discuss whether they detect any arguments for or against whether the school should take action. She also tells them that they must come to a consensus on these statements. Once they have, each group

Snapshot 6.9. Developing and Defending an Argument Integrated ELA/Literacy and Civic Learning Instruction in Grade Eight (cont.)

member should write the same thing in his or her notetaking sheet. This, she reminds them, requires them to discuss their ideas extensively first so that they can be concise and precise when they record their ideas in their notes. Ms. Okonjo provides a notetaking guide for students to record their evidence.

<i>Should our democracy allow schools to punish students for off-campus cyberbullying?</i>	
Reasons and Evidence For	Reasons and Evidence Against

As the students work in their groups, Ms. Okonjo circulates around the room so that she can listen in on the conversations, answer questions, provide *just-in-time* scaffolding, and more generally observe how the students are working together.

After giving students time to locate arguments for and against punishing students for off-campus cyberbullying, Ms. Okonjo refocuses the students on the deliberation question and explains that the students will be assigned to one of two teams: Team A, which will be in favor of the school exacting punishment, and Team B, which will be against such punishment. Each team will be responsible for selecting the most compelling reasons and evidence for its assigned position. Next, she provides time for the students to reread the article and identify the most compelling reasons to support the school taking action, along with powerful quotes to enhance these reasons. To ensure maximum participation, she asks everyone on each team to prepare a presentation of at least one reason.

As each member presents a compelling reason to his or her team, the other team members listen and record notes. Although the team members who are listening can ask questions if they do not understand, they cannot argue. Once all team members have shared amongst themselves, then each team presents its argument. To ensure understanding, the teams then switch roles, and defend the other team's most compelling reasons, adding at least one additional reason to support the other team's position. Then Ms. Okonjo asks students to move from their assigned team roles and deliberate as a group, using their notes. Afterwards, each student selects the position he or she now agrees with and, using evidence from the text for support, writes a brief paragraph to explain why. As the students discuss their paragraphs in small groups, Ms. Okonjo circulates around the room, checking students' paragraphs and providing support to those who need it. Following the class discussion, the students reflect on their oral contributions to group discussions in their journals.

On another day, the students co-construct a letter to school board to express their varied opinions. To support their positions, they include the compelling reasons they identified, evidence from the text they read, and any relevant personal experiences.

Resources

Adapted from

Constitutional Rights Foundation. 2007. "Should Our Democracy Allow Schools to Punish Students for Off-Campus Cyberbullying? Cyberbullying Reading" *Deliberating in a Democracy*.

CA CCSS for ELA/Literacy: RI.8.1–2; W.8.1; SL.8.1, 3

Effective Expression

Students who have achieved the standards in the previous grades demonstrate the ability to express themselves in writing, discussing, and presenting, and they demonstrate considerable command of language conventions. Expectations and examples of instruction for grade eight in effective expression are discussed in the following sections.

Writing

In grade eight, expectations for students' writing content, skills, and strategies build on those in grade seven while expanding in subtle ways. Students continue to write three different text types for particular purposes and to conduct research, while expanding their abilities. For example, eighth graders continue to write arguments and support claims but now distinguish them from alternate or opposing claims and use words, phrases, and clauses to clarify relationships among counterclaims in addition to claims, reasons, and evidence (W.8.1). They continue to write informative/explanatory texts, now including career development documents, to examine a topic and use appropriate *and varied* transitions to create cohesion (W.8.2). They also continue to write narratives to develop real or imagined experiences or events, and their use of transition words, phrases, and clauses shows the relationship among experiences and events (W.8.3).

In addition, eighth graders are expected to conduct research and produce written products with increasing independence and attention to audience, purpose, and citation of sources. Specifically, they are expected to use technology and the Internet to present the relationships between information and ideas efficiently (W.8.6) and continue to conduct short research projects to answer a question, now generating additional related, focused questions that allow for multiple avenues of exploration (W.8.7). Students continue to write for many purposes and time frames and use a recursive process to plan, compose, revise, and edit their writing. Examples of these include:

- Writing an argument in response to a prompt in a 30-minute time frame (e.g., as a formative assessment before beginning a unit on argumentative writing or as a stand-alone assessment of on-demand writing)
- Writing two accounts of an experience in gathering research, over a one-or two-day period: one a narrative account for a peer-group audience, the other an informative essay for an adult, academic audience
- Writing a variety of texts for a semester-long research project, including summaries of resources, text accompanying multimedia support, and an explanatory essay
- Writing an in-class response to literature (one or more readings, e.g., a short story and a poem), followed by a homework assignment to write a creative narrative piece on the same theme

The speaking and listening standards for eighth grade require students to actively engage in discussions, make oral presentations, and provide explanations of materials they have read. In the eighth grade, students are expected to contribute actively to class discussions, ask questions, respond to classmates, and give constructive



... they [eighth graders] are expected to use technology and the Internet to present the relationships between information and ideas efficiently and continue to conduct short research projects to answer a question, now generating additional related, focused questions that allow for multiple avenues of exploration.

feedback. Content knowledge is to be demonstrated through a variety of means including oral presentations, writing, discussions, and multimedia. Effective expression is also a key component of the CA ELD Standards for eighth grade as students are asked to interact in meaningful ways, including “exchanging information and ideas with others through collaborative discussions on a range of social and academic topics, offering and justifying opinions, negotiating with and persuading others in communicative exchanges, and listening actively to spoken English in a range of social and academic context.”

Figure 6.28 presents a sample informative/explanatory essay written by an eighth grader on the topic of the book *The Old Man and the Sea* as a homework assignment for an English class. It is followed by an annotation that analyzes the piece according to the standard (W.8.2). The essay should be viewed as having been written after multiple rounds of revising and editing and intentional instruction about how to use particular rhetorical devices and language resources. Although this sample essay contains five paragraphs, no specific number of paragraphs is recommended. Essays should contain as many paragraphs as are necessary to develop a writer’s ideas and accomplish the purpose of the writing task. (See the grades six and seven sections for narrative and argument writing samples).

Figure 6.28. Grade Eight Writing Sample

The Old Man and the Sea

In the book *The Old Man and the Sea*, Ernest Hemingway tells the story of an old Cuban fisherman named Santiago who, considered by the villagers to be the worst type of unlucky, is still determined to win a battle against a giant Marlin off the coast of Cuba. Santiago succeeds, but his successes do not come without great hardship and struggle. He spends three days being dragged in his skiff by the enormous marlin with minimal food and water, all the while enduring acute physical pain, tiredness, and an unending loneliness due to the absence of his young friend, Manolin. It is only after Santiago’s prize fish is completely devoured by sharks that he returns home to the village scorners and the safety of Manolin’s trust. As his suffering and loss compound, we can see that Hemingway’s quote “a man can be destroyed but not defeated” offers a key insight into Santiago’s life.

As the story begins, we learn that Santiago has gone eighty-four days straight without catching a fish. Young Manolin’s parents will no longer allow the two to fish together, for they do not want their son being exposed any more to this type of failure. Santiago and Manolin are deeply saddened by this news, but Santiago does not let the loss of his friend or the defeat that others see him suffering keep him off the sea. Rather, with bright and shining eyes he thinks “maybe today. Every day is a new day” (pg. 32), and prepares to catch the biggest fish of his life. This shows that even though almost all of Santiago’s acquaintances feel that his fishing career is over, he sees it about to reach its all time high. Though he knows he is physically older and weaker than most of his fellow fisherman, he refuses to let their opinions and stereotypes destroy his confidence and determination.

As the story progresses, Hemingway presents an even more vivid picture of Santiago refusing to be destroyed by the forces that threaten to defeat him. Even after he accomplishes the difficult task of hooking the giant Marlin, he finds his skiff being dragged by the fish for over two days. Living in the small boat is no easy task for Santiago, and soon injury and suffering seem to take over his entire body. His back is sore from sitting so long against the stiff wood, his face is cut from fishing hooks, his shoulders ache, and his eyes have trouble focusing. Most difficult to endure though is the terrible condition in which he finds his hands. The left one is weakened from a period of being tightly cramped, and both are extremely

mutilated from the burn of the moving fishing line. It would have been so much easier for Santiago to simply give up and release the fish, yet he knows that if he endures a little longer, victory will be his. Even when it seems he has no effort left, Santiago promises himself "I'll try it again." (pg. 93) This is Santiago's real inner determination coming through. He has encountered so many obstacles during the past few days, yet he will not let them defeat his dream of killing the fish. There is no outside force promising a splendid reward if he succeeds, only those that threaten to ridicule him if he is destroyed. Santiago is working solely on his own desire to fulfill his dream and prove to himself that, although his struggles may cost him his life, he can accomplish even the seemingly impossible.

After three long days and nights, Santiago's determination pays off, and at last he manages to catch and kill the Marlin. It is only a very short time that he has to relish in his triumph though, for a few hours later vicious sharks begin to destroy the carcass of the great fish. For hours, Santiago manages to ward them off, but this time it is not he who wins the final battle. Spirits low and pain at an all time high, Santiago returns to the village, towing behind him only the bare skeleton of a treasure that once was. It seems as though Santiago is ready to just curl up and die, and indeed he has reason to feel this way. Yet as he rests alone and talk with Manolin, we see a hint of Santiago's determination, that has characterized his personality throughout the entire story, begin to shine through. Upon reaching home, he begins to make plans with Manolin about future adventures they will have together. Hemingway tells us that Santiago, in his youth, had loved to watch the majestic lions along his home on a white sand beach in Africa, and he still returns to those dreams when searching for contentment. That night, as Santiago drifts off to sleep, Hemingway tells that he was indeed "dreaming about the lions." (pg. 127) This is perhaps the truest test of how much courage and determination a person has. If even when they have suffered the biggest defeat of their life, they are able to look to the future and realize the wonderful things they still possess. Though the forces of nature and time destroyed Santiago's prize fish, he refuses to let that fact ruin the rest of his life. No one can take away his love for Manolin or memories of what once was, and because of this, no one can ever truly defeat Santiago.

In conclusion, throughout the entire story *The Old Man and the Sea*, Santiago refuses to surrender to the forces working against him. He ignores the comments of those who think he is unlucky, endures great physical pain, and rises up from the depths of sorrow over the lost Marlin to find happiness in what he does possess. Hemingway's quote "a man can be destroyed but not defeated" truly does display the amount of determination that Santiago shows throughout his life.

Annotation

The writer of this piece accomplishes the following:

- **Introduces the topic clearly, previewing what is to follow**
 - The writer provides a brief summary of the plot in the introduction and then uses a quotation to advance the thesis of the essay and preview what is to follow. *As his suffering and loss compound, we can see that Hemingway's quote "a man can be destroyed but not defeated" offers a key insight into Santiago's life.*
- **Organizes ideas, concepts, and information into broader categories**
 - Two key elements of the quotation (*destroyed but not defeated*) help establish the overall structure of the piece.

- o The second, third, and fourth paragraphs each recount extended examples of Santiago's struggle and determination (e.g., . . . *Santiago has gone eighty-four days straight without catching a fish. Young Manolin's parents will no longer allow the two to fish together, for they do not want their son being exposed any more to this type of failure . . . but Santiago does not let the loss of his friend or the defeat that others see him suffering keep him off the sea. Rather, with bright and shining eyes he thinks "maybe today. Every day is a new day". . .*).
- **Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples**
 - o Concrete details: . . . *eighty-four days straight without catching a fish . . . [hands] extremely mutilated from the burn of the moving fishing line . . . towing behind him only the bare skeleton of a treasure that once was.*
 - o Quotations: *That night, as Santiago drifts off to sleep, Hemingway tells that he was indeed "dreaming about the lions." (pg. 127)*
 - o Examples: . . . *injury and suffering . . . His back is sore . . . his face is cut . . . his shoulders ache . . .*
- **Uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts**
 - o *As his suffering and loss compound . . . As the story progresses . . . Even after . . . After three long days and nights . . . In conclusion, throughout the entire story, The Old Man and the Sea . . .*
- **Uses precise language to inform about or explain the topic**
 - o . . . *minimal food and water . . . acute physical pain . . . eighty-four days straight without catching a fish . . . only the bare skeleton . . .*
- **Establishes and maintains a formal style**
 - o *In the book The Old Man and the Sea, Ernest Hemingway tells the story of an old Cuban fisherman named Santiago who, considered by the villagers to be the worst type of unlucky, is still determined to win a battle against a giant Marlin off the coast of Cuba.*
 - o *As the story begins, we learn . . . In conclusion . . .*
- **Provides a concluding section that follows from and supports the information or explanation presented (and returns to the quotation used in the thesis statement)**
 - o *In conclusion, throughout the entire story, The Old Man and the Sea, Santiago refuses to surrender to the forces working against him. He ignores the comments of those who think he is unlucky, endures great physical pain, and rises up from the depths of sorrow over the lost Marlin to find happiness in what he does possess. Hemingway's quote "a man can be destroyed but not defeated" truly does display the amount of determination that Santiago shows throughout his life.*
- **Demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)**

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C*, 49–51. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Teachers carefully examine their students' writing to determine the student's achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work, and for EL students, teachers also use the CA ELA Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

Discussing

Students in grade eight continue to engage in collaborative discussions with partners and in small groups and in teacher-led discussions with the entire class. Students now pose questions that connect the ideas of several speakers. They also qualify or justify their views when warranted in light of evidence presented.

When teaching students to engage in metacognitive conversations with a piece of text, it is helpful to model talking to the text before having students work in pairs to practice. Learning to annotate a text with their thinking and sharing their annotations and strategies with their classmates provides an opportunity to engage in problem solving. Use of strategies such as Socratic seminar (Filkins 2013) invite student inquiry and deeper understanding of a text by requiring students to read, understand, and engage in discussion by continually referring to evidence from the text to support their points in conversation. Students respond to open-ended questions from the leader and listen carefully to peers, think critically about the questions, pull together evidence and articulate their own responses to the questions posed, and respond to the comments of others in the seminar.

In snapshot 6.10, two teachers plan and co-teach a lesson on Frederick Douglass. They help their students analyze the language of the text in preparation for a class discussion about Frederick Douglass and abolition of slavery.

Students in grade eight continue to engage in collaborative discussions with partners and in small groups and in teacher-led discussions with the entire class. Students now pose questions that connect the ideas of several speakers. They also qualify or justify their views when warranted in light of evidence presented.

Snapshot 6.10. Analysis of Primary Texts by Frederick Douglass Designated ELD Connected to History/Social Science in Grade Eight

In history class, students are learning about the origins of slavery in the U.S., its consequences, and its abolition. They learn how Frederick Douglass, an African American writer and political activist who was born a slave in 1818, escaped to freedom and began to promote the anti-slavery cause in the nineteenth century. Throughout the 1840s and 1850s he traveled across the north delivering abolitionist lectures, writing anti-slavery articles, and publishing his autobiography about his time in slavery and his journey to freedom.

In 1855, Douglass gave a speech to the Rochester Ladies' Anti-Slavery Society. Mrs. Wilson, the history teacher, has carefully excerpted significant selections from Douglass's speech as well as other relevant primary sources in order to help her students understand the abolitionist argument in the years leading up to the Civil War and to answer the following focus question: **Why did Frederick Douglass believe the United States should abolish slavery?** Mr. Gato, the school's ELD specialist, has consulted with Mrs. Wilson to help students understand Douglass's writing, which contains challenging vocabulary, complicated organization, and abstract ideas. The following quotation from Douglass's speech in Rochester is characteristic of the language students will encounter:

Snapshot 6.10. Analysis of Primary Texts by Frederick Douglass Designated ELD Connected to History/Social Science in Grade Eight (cont.)

The slave is bound to mankind, by the powerful and inextricable network of human brotherhood. His voice is the voice of a man, and his cry is the cry of a man in distress, and a man must cease to be a man before he can become insensible to that cry. It is the righteousness of the cause—the humanity of the cause—which constitutes its potency.

Recognizing that EL students, who are all at the Bridging level of English language proficiency, need support understanding this complex language in order to develop sophisticated understandings of the content, for designated ELD time, Mrs. Wilson and Mr. Gato collaboratively design lessons to meet these needs. They also recognize that the other students in the history class, many of whom are former ELs and standard English learners, would benefit from strategic attention to language analysis. The teachers decide to co-teach a series of designated ELD lessons to the whole class. They distribute copies of the quoted passage and read the excerpt aloud while students read along.

Next, Mr. Gato asks students to work in pairs to identify words or phrases in the short passage that are unfamiliar, abstract, or confusing. He has anticipated what some of these words will be (e.g., *inextricable*, *potency*) and has prepared student-friendly explanations in advance. After a couple of minutes, he pulls the class together, charts the words the class has identified, and offers brief explanations, which the students note in the margins of their individual copies. Since some of the words are cognates in Spanish, and many of the students are Spanish-English bilinguals, he calls their attention to those words and provides the Spanish cognate. He also clarifies that the male nouns *man* and *men* in the excerpt are meant to represent all of humanity, not just males.

Mrs. Wilson and Mr. Gato then guide the students through a detailed *sentence deconstruction* activity, in which they model how to code words and phrases according to how they function to make meaning in the sentences. In particular, the teachers encourage students to clearly identify words that serve as reference devices—substitutes and pronouns that refer to people, concepts, and events in other parts of the excerpt or in their previous discussions about the Antebellum era. After modeling and explaining how to conduct this type of analysis on a different chunk of text, the teachers ask students to work in pairs to practice doing the same type of analysis on the excerpt from Douglass’s speech at Rochester. The table provides an example of the whole group debrief following this pair work.

**Snapshot 6.10. Analysis of Primary Texts by Frederick Douglass
Designated ELD Connected to History/Social Science in Grade Eight (cont.)**

Text:	Analysis: What do the bolded terms in the text refer to?
The slave is bound to mankind , by the powerful and inextricable network of human brotherhood.	<ul style="list-style-type: none"> – men and women in slavery – all people, humanity
His voice is the voice of a man ,	<ul style="list-style-type: none"> – the slave’s voice – all people, humanity
and his cry is the cry of a man in distress ,	<ul style="list-style-type: none"> – the slave’s cry or call for help – man and mankind—all people, humanity in distress
and a man must cease to be a man before he can become insensible to that cry	<ul style="list-style-type: none"> – slave owners or people who support/don’t fight against slavery – the cry of the slave in distress, but also all people in distress
It is the righteousness of the cause—the humanity of the cause—	<ul style="list-style-type: none"> – linking the righteousness and humanity of the cause with how powerful it is (potency) – the cause is the abolition of slavery – the righteousness and humanity of the cause is what makes it or causes it to be powerful
which constitutes its potency .	<ul style="list-style-type: none"> – the power or potency of the cause (abolition of slavery)

As Mr. Gato leads the class to complete the chart together, drawing from the similar charts they completed in pairs, he asks students to suggest where he should draw arrows to connect the referring words to their antecedents. Throughout this discussion, there is considerable negotiating as students grapple with the meanings in the text and attempt to persuade their peers about their interpretations of those meanings. During the discussion about the text, Mr. Gato prompts students to provide evidence to support their claims. In addition to unpacking the literal meanings of words and phrases, Mr. Gato asks students to discuss in triads the following question:

"Why did Douglass repeatedly use the word 'man' to describe slave men and women?"

After lively small group discussions and then a whole group debrief, students are encouraged to develop their own interpretations using evidence from the text as well as their previous study of the Antebellum era. Some students believe that Douglass wanted to remind the white ruling class that men and women in bondage were human and hoped to connect the suffering of slaves to humanity’s struggles. Others suggest that Douglass was using the same

Snapshot 6.10. Analysis of Primary Texts by Frederick Douglass Designated ELD Connected to History/Social Science in Grade Eight (cont.)

rhetorical tool as the founding fathers, who often used the term *man* to encompass everyone. Other students argue that since women did not have the same rights as men in 1855, Douglass focused his appeal on male citizens – those who could vote and make laws.

During the whole group discussion, Mrs. Wilson and Mr. Gato poses questions to help students fully grasp Douglass's use of imagery (e.g., *a man in distress, his cry*) as a tool for persuading his listeners. The class then deconstructs other sections of the text in order to develop even more nuanced understandings of Douglass's writing and ideas. After examining a few other excerpts from the speech, the teachers ask students to discuss and then write about the focus question:

Why did Frederick Douglass believe the United States should abolish slavery?

Mr. Gato and Mrs. Wilson find that having students grapple simultaneously with basic comprehension of short excerpts and larger questions about Douglass's intent supports deeper understandings about the social significance of Douglass's speech and provides students with strategies for approaching other complex informational and historical texts.

Resource

Douglass, Frederick. 1855. "The Anti-Slavery Movement." Rochester, NY: Lee, Mann and Co. From Library of Congress, "Frederick Douglass Papers at the Library of Congress." <http://www.loc.gov/item/mfd000384>

CA ELD Standards (Bridging): ELD.PI.8.1, 6a, 8, 11a; ELD.PII.8.2a

CA CCSS for ELA/Literacy: RH.6–8.1, 2, 4, 6, 8–10

Related CA History–Social Science Standards:

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturned and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.9 Students analyze the early and study attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

8.9.2 Discuss the abolition of slavery in early state constitutions.

8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

Presenting

Students in grade eight continue to present claims and findings in argument, narrative, and response to literature presentations. Specifically in grade eight, students plan and deliver a narrative that mirrors many of the qualities of writing narratives (SL.8.4a). They integrate multimedia and visual displays into their presentations to strengthen claims and evidence and add interest (SL.8.5).

Using Language Conventions

As in prior grades, students in grade eight are expected to demonstrate command of the conventions of standard English grammar and usage when writing or speaking, and they are expected to demonstrate command of standard English capitalization, punctuation, and spelling when writing. New to grade eight are the following standards:

- L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.1b. Form and use verbs in the active and passive voice.
- L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.
- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b. Use an ellipsis to indicate an omission.

The new standards at grade eight represent the last time students are expected to learn significant new content in language conventions. At this point students begin to consolidate their knowledge and use of language conventions in preparation for high school.

Content Knowledge

Reading literature and informational texts and engaging in research in English language arts and other subjects help students develop content knowledge and develop understandings of the ways in which reading and writing are employed across the disciplines. Students in grade eight read and write increasingly complex texts and engage in independent reading programs. Snapshot 6.11 illustrates how teachers collaborate in the area of disciplinary literacy.



Snapshot 6.11. Debating About the Effects of Human Activity on the Health of the Earth Integrated ELA, ELD, and Science Disciplinary Literacy Lesson in Grade Eight

The eighth-grade teaching team at Fred Korematsu Middle School has worked hard at collaborating across disciplines over the past several years. Initially, it was challenging for the teachers to find ways to contribute to the team’s efforts as experts from particular areas, such as content knowledge, academic literacy development, and English language development. However, over the years, the team has strengthened its collaborative processes so that now, they engage more easily in discussions about content, pedagogy, and approaches to teaching disciplinary literacy.

In science, the teachers work together to help students develop deep content understandings and the disciplinary literacy knowledge and skills necessary to confidently and successfully engage with disciplinary texts using scientific habits of mind. For example, the ELA, ELD, and science teachers recently worked together to develop a biography unit on various scientists. The students worked in small interest groups to read biographies of scientists of their choice and then collaboratively wrote a vignette of an important event in the scientist’s life. They also created a multimedia presentation based on the vignette, which they presented to their classmates.

Snapshot 6.11. Debating About the Effects of Human Activity on the Health of the Earth

Integrated ELA, ELD, and Science Disciplinary Literacy Lesson in Grade Eight (cont.)

From the science teacher’s perspective, the ELA and ELD teachers have helped her to be more explicit about the language in science texts when she facilitates discussions. From the ELA and ELD teachers’ perspectives, the science teacher has familiarized them with the core science principles and conceptual understandings that are important for students to understand and given them insights into how scientists think. As the three teachers analyze the texts they use in their various disciplines and discuss the types of writing they expect their students to do, they discover that each discipline has its own *culture* or ways of reading, writing, speaking, thinking, and reasoning.

For example, they notice that arguments look different in ELA than they do in science or social studies and that these differences go beyond vocabulary knowledge. In ELA, students learn to respond to literature by analyzing and evaluating novels, short stories, and other literary texts. In literary responses, students are expected to present and justify arguments having to do with themes and abstract ideas about the human condition, explain figurative devices (e.g., metaphor, symbolism, irony), and interpret characters’ actions and dialogue and using evidence from the text to support their claims. In science, students learn to reason and argue scientifically, composing arguments supported by evidence that is presented in ways that reflect scientific knowledge and thinking. The language used to shape arguments reflects differences in the purposes of argumentation in each discipline. To support their students, the teachers plan ways to more explicitly teach the language of argument in general and to help students attend to some of the differences in argumentative writing that occur across content areas.

Currently, the teachers are collaborating on a unit where their students will research the effects of human activity on the health of the world. Among the tasks students will complete is an argument for how increases in human population and per capita consumption of natural resources impact Earth’s systems and people’s lives. Together, the teachers design meaningful and engaging tasks that will support all students in achieving the performance task. These tasks include overt attention to how arguments in science are constructed with much discussion about the language resources used. Some discussions are facilitated in a whole class format, while others are conducted in small collaborative groups. Likewise, some tasks are facilitated in the science classroom, while others are facilitated in the ELA and ELD classrooms. Teachers engage their students in the following in order to enhance their skills in reading and writing arguments in science:

Building Students’ Skill in Reading and Writing Arguments in Science

- Reading many texts, viewing media, and multiple discussions to develop deep knowledge about the topic
- Conducting collaborative research investigating the topic and gathering evidence in notebooks for possible use in written arguments and debates
- Using *mentor* science argumentative texts to identify and discuss *claims, position statements, counterarguments, supporting evidence, and persuasive language*

Snapshot 6.11. Debating About the Effects of Human Activity on the Health of the Earth

Integrated ELA, ELD, and Science Disciplinary Literacy Lesson in Grade Eight (cont.)

- Unpacking *claims* to determine what types of evidence and warrants are expected
- Unpacking paragraphs and sentences in mentor science argumentative texts to identify language resources used and discuss why the writer used them
- Weighing competing positions and discussing what makes arguments or counterarguments more credible
- Identifying and discussing audiences (their beliefs, attitudes, and experiences) for particular arguments and how to convince them to accept different positions
- Orally debating positions, using supporting evidence from research, to practice formulating claims and counterarguments, engage in rebuttals, and define partners' claims in order to undermine them
- Using templates to organize ideas and jointly construct short arguments for different audiences
- Role playing to rehearse making arguments for intended audiences, providing feedback to peers on language they use and evidence they present, and adjusting language and content, based on feedback received

When the students write their arguments about the impact of human activity on the Earth, they do so collaboratively in interest groups. They write for a peer audience, adopting an academic stance while also envisioning a clear purpose for their writing. That is, they attempt to persuade their peers to think a certain way (e.g., climate change is affecting food supply) or do a certain thing (e.g., recycle to conserve natural resources) based on their sound arguments that include credible and convincing evidence. Each group's argument will be evaluated by two other groups as well as the teacher, using criteria that the class generates over the course of the unit as they learn more about what makes an effective science argument.

As the unit progresses, the science, ELA, and ELD teachers meet frequently to discuss how the learning tasks are going and to make adjustments based on their observations of student discussions and writing tasks. At the end of the unit, they agree that the intensive cross-disciplinary approach they have employed has helped students understand the structure of different types of arguments they read and to produce their own arguments in different disciplines. The combined activities have also supported them to take a more critical stance to reading and writing tasks more generally.

CA CCSS for ELA/Literacy: RI.8.1–3, 5, 8; W.8.1, 7; SL.8.1, 3, 4, 6; RST.8.1, 5, 8; WHST.8.1, 7, 9

CA ELD Standards: ELD.PI.8.1–4, 6a, 7–9, 10a, 11a; ELD.PII.8.1–2

Related CA Next Generation Science Standard:

MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.

Snapshot 6.11. Debating About the Effects of Human Activity on the Health of the Earth Integrated ELA, ELD, and Science Disciplinary Literacy Lesson in Grade Eight (cont.)

Additional Information

Fang, Zhihui. 2010. *Language and Literacy in Inquiry-Based Science Classrooms, Grades 3–8*. Thousand Oaks, CA: Corwin

To find quality science trade books, visit the following sites:

- The American Association for the Advancement of Science (AAAS): AAAS/Subaru SB&F Prize for Excellence in Science Books (<http://www.sbsonline.com/Subaru/Pages/CurrentWinners.aspx>)
- The National Science Teachers Association (NSTA): Outstanding Science Trade Books for Students K–12 (<http://www.nsta.org/publications/ostb/>)

Foundational Skills

Ideally by the time students enter grade eight, their knowledge of foundational skills is well established. They have a large base of sight words, and they rapidly and effectively employ word recognition skills to identify new printed words. Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, as it should, with the text and the task. Based on an extensive study of oral reading fluency, Hasbrouck and Tindal (2006) recommend that students scoring more than 10 words below the 50th percentile receive additional instruction that targets fluency. (See figure 6.29.)



Figure 6.29. Mean Oral Reading Rate of Grade Eight Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	185	199	199	0.4
75	161	177	177	0.5
50	133	151	151	0.6
25	106	124	124	0.6
10	77	97	97	0.6

*WCPM = Words Correct Per Minute **Average words per week growth

Source
Hasbrouck, Jan, and Gerald A. Tindal. 2006. "Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers." *The Reading Teacher* 57: 646–655.

Fluency rates must be cautiously interpreted with all students. See the discussion of fluency in the overview of the span in this chapter and the section on supporting students strategically. The primary way to support students' fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students should have authentic reasons to reread text because rereading also supports fluency.

For information on teaching foundational skills to middle school students who need it, see the overview of this chapter, especially the section on supporting students strategically. See also chapter 9 on access and equity in this *ELA/ELD Framework*.

English Language Development in Grade Eight

The instructional program for EL students, including designated ELD, should anticipate and prepare students for the linguistic and academic challenges of the grade-eight curricula. An intensive focus on language, in ways that build into and from content instruction, supports students' ability to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge. In content instruction with integrated ELD, all teachers with ELs in their classrooms use the CA ELD Standards to *augment* the instruction they provide. English learners at the Emerging level of English language proficiency, particularly ELs who are new to the U.S. and to English, engage in the same cognitively and linguistically demanding coursework as their non-EL peers. However, teachers provide support to newcomer ELs that is responsive to their particular needs.

An intensive focus on language, in ways that build into and from content instruction, supports students' ability to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge.

If students are asked to write an argument in history, teachers support ELs at the Emerging level by providing many opportunities for them to read and discuss texts containing the evidence they will need to cite in their arguments. Some of this reading can occur in the students' primary language, if possible. In addition, teachers appropriately scaffold reading in English to facilitate students' ability to interpret the texts and engage in meaningful conversations about them. Teachers also use some of these texts as *mentor texts* and explicitly show students how they are organized, specific information typically included in arguments (e.g., evidence from credible sources), and particular language useful for this text type (e.g., particular persuasive wording, modal verbs and adverbs for tempering statements). Teachers also provide students with sentence or paragraph frames to use in their arguments and templates for writing to help them structure their texts appropriately. They might also provide bilingual dictionaries and thesauruses, so students can include precise vocabulary and new grammatical structures to convey their knowledge of the topic.

Students at the Expanding and Bridging levels of English language proficiency likely do not need all of these scaffolding techniques or such an intensive level of support. As they progress in their understandings of English and their abilities to use English to convey meanings, ELs are able to write longer texts independently that meet the expectations of particular text types. However, all EL students need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 6.30 presents a section of the CA ELD Standards that teachers can use, in tandem with the CA CCSS for ELA/Literacy and other content standards, to plan instructional support differentiated by proficiency level and need for scaffolding.

Figure 6.30. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum		
→ Emerging	→ Expanding	→ Bridging
<p>11. Justifying/arguing</p> <p>a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>11. Justifying/arguing</p> <p>a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>)</p>	<p>11. Justifying/arguing</p> <p>a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with, light support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i>).</p>

Designated ELD is a protected time during the regular school day when qualified teachers work with ELs. Students are grouped by similar English proficiency levels, and teachers focus on critical academic language the students need to develop to be successful in academic subjects. Designated ELD time is an opportunity to delve more deeply into the linguistic resources of English that ELs need to develop to engage with and make meaning from content, express their understanding of content, and create new content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time. However, the content focus is derived from ELA and other areas of the curricula. (For more detailed information on integrated and designated ELD, see the grade span section of this chapter and chapter 2 in this *ELA/ELD Framework*.)

ELA/Literacy and ELD in Action in Grade Eight

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of reading complex texts closely and thoughtfully to derive meaning. In addition, reading texts multiple times can reveal layered meanings that may not present themselves to students during a single reading. Accordingly, teachers prepare reading lessons carefully and purposefully before teaching. This preparation includes selecting challenging and interesting texts worth reading and rereading; reading the texts ahead of time to determine *why* the language might be challenging and for *whom*; establishing a purpose for reading; and planning a sequence of lessons that build students' abilities to read the text with increasing independence. This process also requires teachers to analyze the cognitive and linguistic demands of the texts, including the sophistication of the ideas or content, students' prior knowledge, and the complexity of the vocabulary, sentences, and organization.

As discussed in the section on meaning making, teachers should model for students the close reading of texts by

... teachers should model for students the close reading of texts by thinking aloud, highlighting the comprehension questions they ask themselves as readers and pointing out the language and ideas they notice while reading.

thinking aloud, highlighting the comprehension questions they ask themselves as readers and pointing out the language and ideas they notice while reading. Teachers guide students to read complex texts frequently and analytically using concrete methods with appropriate levels of scaffolding. Eighth graders need many opportunities to read a wide variety of complex texts and to discuss the texts they read.

Providing all students, and especially ELs, with opportunities to discuss the language of the complex texts they read enhances their comprehension and develops their awareness of how language is used to make meaning.

Importantly for all students but especially ELs, teachers should explicitly draw attention to particular elements of language (e.g., text structure and organization, complex sentences, vocabulary) that help authors convey particular meanings. These specific elements of language or *language resources* include text connectives to create cohesion (e.g., *for example, suddenly, in the end*); long noun phrases to expand and enrich the meaning of sentences (e.g., “the whole strange-familial world, glistening white” [NGA/CCSSO 2010a: Appendix B, 80]); and complex sentences to combine ideas and create relationships between them (e.g.,

“Now that we no longer belonged to the Company, we somehow had to acquire a thousand dollars worth of property, a faraway figure when you can only save nickels and dimes.” [NGA/CCSSO 2010a: Appendix B, 80]). Providing all students, and especially ELs, with opportunities to discuss the language of the complex texts they read enhances their comprehension and develops their awareness of how language is used to make meaning.

Lesson planning should anticipate unit and year-end goals, respond to the current needs of learners, and incorporate the framing questions in figure 6.31.

Figure 6.31. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students’ English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

Vignette 6.5 demonstrates how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards during an ELA lesson focused on close reading. Vignette 6.6 provides an example of how designated ELD can build from and into the types of lessons outlined in vignette 6.5.

Vignette 6.5. Freedom of Speech: Collaboratively Analyzing Complex Texts Integrated ELA/Literacy, ELD, and History/Social Studies Instruction in Grade Eight

Background

Mr. Franklin, an eighth-grade English teacher, Ms. Austin, his social studies colleague, and Mrs. García, the school's English language development specialist, frequently collaborate on interdisciplinary projects. Mrs. García frequently plans with the teachers and coteaches some lessons in order to support the students who are ELs, most of whom are at the Bridging level of English language proficiency, as well as students who are newly reclassified as English Proficient. Recently, the teachers decided to work together to address an issue that came up in their classes. Two weeks ago, the school principal asked a student to change her T-shirt because, according to the principal, it displayed an inflammatory message. Some students were upset by the principal's request and felt that their right to freedom of speech had been violated, citing the U.S. Constitution. Their position was that the T-shirt was an expression of their youth culture and that they had a right to display such sentiments.

Eager to use this *teachable moment* to promote critical thinking, content understandings, and disciplinary literacy, the teachers worked together to create a series of lessons on the First Amendment so that their students would be better equipped to first determine whether or not their First Amendment rights had, in fact, been violated, and, if so, engage in civil discourse in order to attempt to persuade the principal that he should reconsider his decision. While the teachers plan to discuss how the First Amendment establishes five key freedoms of expression for Americans—freedom of religion, freedom of speech, freedom of press, freedom to assemble peacefully, and freedom to petition the government—they will delve most deeply into what is most relevant to the students at the moment: freedom of speech.

Lesson Context

The two-week long unit that the teachers designed includes reading and discussing primary and secondary sources, viewing multimedia, writing short texts, and engaging in a debate. The culminating writing task is a jointly constructed letter to the principal advocating for particular decisions and actions regarding students' free speech, an idea that the teachers and principal feel is a purposeful goal for student learning. Mr. Franklin and Ms. Austin have selected three documents for close reading and analysis.

Vignette 6.5. Freedom of Speech: Collaboratively Analyzing Complex Texts Integrated ELA/Literacy, ELD, and History/Social Studies Instruction in Grade Eight (cont.)

They agree that in her social studies class, Ms. Austin will review the events leading up to the writing of the Constitution and facilitate students' reading of the First Amendment of the Bill of Rights. She will also engage them in learning about the role of the Supreme Court in cases related to the First Amendment. In English class, Mr. Franklin will facilitate students' reading and discussion of four Supreme Court decisions: *Tinker v. Des Moines Independent Community School District*, *Bethel School Dist. No. 403 v. Fraser*, *Morse v. Frederick*, and *Hazelwood School District v. Kuhlmeier*. Each text is about one page long and is at a text complexity level suitable for students at this grade level. Mr. Franklin will guide students in a highly structured reading of *Tinker v. Des Moines* and then facilitate an expert group jigsaw for reading the three other cases. The close reading tasks in conjunction with additional research they will conduct will prepare the students to engage in a classroom debate about the topic.

The teachers' goal is to help students begin to formulate a position about the rights and restrictions of free speech in public schools and convey this position through spoken and written language using textual evidence to support their ideas. In preparation for the lessons, the teachers will analyze the texts in order to clarify their understandings. The school's English language development specialist, Mrs. García, helps her colleagues identify language and concepts that may be particularly challenging for some of their EL students, as well as for other culturally and linguistically diverse students. She also has an opportunity to learn more about the content the teachers are teaching so that she can help her students make connections to it during designated ELD. Excerpts from the four texts the teachers examine follow.

- **First Amendment to the U.S. Constitution of the United States (1791)**

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

- **Tinker v. Des Moines (1969)**

Court Ruling: Student expression may not be suppressed unless it substantially disrupts the learning environment.

In December 1965, John and Mary Beth Tinker of Des Moines, Iowa, wore black armbands to their public school as a symbol of protest against American involvement in the Vietnam War. When school authorities asked the students to remove their armbands, they refused and were subsequently suspended. The Supreme Court decided that the Tinkers had the right to wear the armbands, with Justice Abe Fortas stating that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

- **Bethel School Dist. No. 403 v. Fraser (1987)**

Court Ruling: Schools may sanction students for using indecent speech in educational settings.

A student who gave a sexually suggestive speech at a high school assembly was suspended. The Supreme Court ruled that offensively vulgar, lewd, and indecent

Vignette 6.5. Freedom of Speech: Collaboratively Analyzing Complex Texts Integrated ELA/Literacy, ELD, and History/Social Studies Instruction in Grade Eight (cont.)

speech is not protected by the First Amendment and that school officials could sanction students for this type of speech since they need to have the authority to determine appropriate speech for educational environments, stating that the “constitutional rights of students in public school are not automatically coextensive with the rights of adults in other settings.”

- **Hazelwood v. Kuhlmeier (1988)**

Court Ruling: Administrators may edit the content of school newspapers.

In May 1983, Hazelwood East High School Principal Robert Reynolds removed pages from the school newspaper because of the sensitive content in two of the articles. The articles covered teenage pregnancy at the school and the effects of divorce on students. The Supreme Court decided that Principal Reynolds had the right to such editorial decisions, as he had “legitimate pedagogical concerns.”

- **Morse v. Frederick (2007)**

Court Ruling: School officials can prohibit students from displaying messages or engaging in symbolic speech that promotes illegal drug use.

At a school-supervised event, student Joseph Frederick displayed a banner that read “Bong Hits 4 Jesus,” a slang reference to smoking marijuana. Deborah Morse, the school’s principal, confiscated Frederick’s banner and suspended him from school for ten days, citing a school policy that bans the display of material advocating illegal drug use. Frederick sued, and the Supreme Court ruled that school officials can prohibit students from displaying messages that promote illegal drug use.

The learning target for the first few days of lessons and the focal standards follow.

Learning Target: Students will analyze four landmark court cases about students’ First Amendment rights to free speech to determine to what extent these rights are protected.

CA CCSS for ELA/Literacy: RI.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; RI.8.2 – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text; SL.8.1c – Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion; L.8.4c – Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Vignette 6.5. Freedom of Speech: Collaboratively Analyzing Complex Texts Integrated ELA/Literacy, ELD, and History/Social Studies Instruction in Grade Eight (cont.)

CA ELD Standards (Bridging): ELD.PI.1 – Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion; ELD.PI.2 – Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience; ELD.PI.6a – Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.

Related CA History–Social Science Standards:

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

Lesson Excerpts

Mr. Franklin provides an overview of the unit, telling them that, over the next two weeks, they will engage in a variety of reading, writing, discussing, and viewing tasks in order to learn more about their freedom of speech rights, so they can articulate an informed civil response to the principal's decision. He explains that, today, they will begin reading about one of several court cases that provide information about freedom of expression in public schools. The *big question* they will be considering is the following:

Should students be allowed to express any message or point of view while they are at school?

He posts this big question on the wall, in a section that he has prepared for posting terms and photographs related to the unit, as well as current news articles related to free speech. He previews several terms (such as *symbolic act*, *prohibit*, *majority opinion*, *minority opinion*, *exercise rights*, *in favor of*) from the texts, which he suspects will be challenging or new for them, and he also highlights some words for which they may know other meanings than those that are in the text (e.g., *exercise*). He provides the students with a First Amendment Cases *terms sheet*, which contains the words, their definitions, and an example of each term in use.

Mr. Franklin briefly previews the content of the short *Tinker v. Des Moines* text, and he provides a quick overview of the historical context for the case (the Vietnam War, the 1960s). He shows the students photographs of anti-war protests in the U.S. and a short video (<http://www.youtube.com/watch?v=SqQvygBVSxA>) about the case made by a high school student. He asks the students to discuss their initial impressions about the case so far in their table groups.

He then asks the students to follow along as he reads the *Tinker v. Des Moines* text aloud, referring to their terms sheet as needed. Before reading, he asks them to try to get the big ideas in the text and not to worry too much about the details, and he lets them know that they will be reading the text two more times. As he reads, he stops at strategic points to explain terms and model good reading behaviors, such as stopping to summarize what he has read or to figure out what challenging words mean. After he reads, he asks students to turn to a partner and briefly discuss what they think the text is about. He acknowledges that the text is challenging, both in terms of content and the structure.

Vignette 6.5. Freedom of Speech: Collaboratively Analyzing Complex Texts Integrated ELA/Literacy, ELD, and History/Social Studies Instruction in Grade Eight (cont.)

Mr. Franklin: This is a pretty complex text, and you might not know every single word or understand everything perfectly the first time you listen to or read it. With texts like this one, you need—even I need—to read it several times because there are lots of layers to it. That’s the kind of reading we’re going to be doing: layered reading. I like to call it that because each time you go back to the text and read it again; you peel away additional layers of meaning, just like you can pull away the layers of an artichoke.

As he explains, he pulls out a real artichoke. He tells them that in order to get to the heart of the artichoke, he has to work at it, peeling away the outer layers and then the inner layers, and then, when he gets to the center, he has to do some additional peeling to get to the heart. He shows them a photo of a peeled artichoke with all of the leaves piled high on a plate.

Mr. Franklin: What’s interesting to me is that once I’ve peeled away the layers, there’s more on my plate than when I started peeling. That’s how it is when you read a text very closely, in a layered way: you end up understanding more about the text each time you read it, with more on you plate than when you started.

He provides his students with a handout of *focus questions*, and he discusses the questions with them to make sure they understand what to look for. The focus questions for the Tinker v. Des Moines text are provided below:

Tinker v. Des Moines Focus Questions

1. What was the case about?
2. How did the three students involved in this case participate in expressing “symbolic speech?”
3. How did the school try to justify *prohibiting* the students’ rights to free speech?
4. Why did the Supreme Court rule in favor of the students and say that the school did **not** have just cause (fair reasons) for banning the armbands?

He asks students to read the short text independently, writing their comments in the margins of the text as well as taking notes on the focus questions handout. Each student has a dictionary to look up unfamiliar words as they read independently, including bilingual dictionaries for students who choose to use them. (Earlier that morning during designated ELD, Mrs. García previewed the text and the focus questions for the EL students at the late Emerging and early Expanding levels of English language proficiency.)

Next, Mr. Franklin asks them to read the text again with a partner, taking turns reading chunks of the text and adding notes to their focus questions handout. Mr. Franklin then asks each pair of students to join one or two other pairs to discuss their notes. As they engage in discussions, he listens in to determine how they are interpreting the information and where they might need assistance. Julissa, Caitlin, Sirtaj, and Liam are discussing the text at their table.

Vignette 6.5. Freedom of Speech: Collaboratively Analyzing Complex Texts Integrated ELA/Literacy, ELD, and History/Social Studies Instruction in Grade Eight (cont.)

- Julissa: Caitlin and me said that the Supreme Court ruled for the students because they were quiet and not making any problems when they were wearing the armbands. They weren't – what did it say (looking at her notes) – they weren't disrupting the school activities.
- Caitlin: Yeah, can I add something? There's something here about that, about them not disrupting what was happening in school. The judges said, "There is no indication that the work of the schools or any class was disrupted . . . there were no threats or acts of violence on school premises." So, the Supreme Court ruled in their favor because they weren't really interfering with the other students' rights.
- Sirtaj: I think that's why the school was wrong. The Supreme Court said that they had to protect the free speech at school, for the students' free speech. Here it says, ". . . students are entitled to freedom of expression of their views . . ." and here, it says that what the school did "is not constitutionally permissible."
- Caitlin: What does that mean? *Constitutionally permissible*?
- Julissa: It sounds like permission. Like they don't have permission to do that.
- Caitlin: So, they don't have the permission to do that in the Constitution?
- Liam: Yeah, I think that's what that means. So schools can't tell students not to wear something unless they have evidence that it's disrupting what's happening in the school or that it's interfering with the rights of other students. If they don't have evidence, then it's not permitted in the Constitution.
- Mr. Franklin: Can you say a bit more about why the Supreme Court ruled in favor of the students?
- Julissa: The judges said that the students weren't hurting anyone at the school when they were wearing the armbands. They were just expressing their beliefs about the Vietnam War in a peaceful way. They weren't saying it, but they were showing it in a (looking at her notes), in a *symbolic way*.
- Mr. Franklin: And what was guiding the Supreme Court's decision?
- Julissa: It just wasn't fair. It wasn't . . . it wasn't fair in the First Amendment, and the judges had to look at the First Amendment when they decided if it was fair.

The groups continue to discuss the focus questions, going back into the text to find evidence and clarify their thinking. To wrap up the day's lesson, Mr. Franklin asks his students to spend time discussing and responding to the following question at their table groups:

How might a school justify *protecting* its students' rights to free speech?

Now that Mr. Franklin's students have had an opportunity to use the *layered reading* process on one text, the next day, he has them follow the same reading process with three other texts. This time, however, he splits the class into three groups. Each group reads only one of three cases (*Bethel School Dist. No. 403 v. Fraser*, *Morse v. Frederick*, or *Hazelwood School District v. Kuhlmeier*). They have an opportunity to discuss the focus questions and the

Vignette 6.5. Freedom of Speech: Collaboratively Analyzing Complex Texts Integrated ELA/Literacy, ELD, and History/Social Studies Instruction in Grade Eight (cont.)

text with an *expert partner* (another student who has read the same text), and then a second time with an *expert group* composed of four to six students who likewise have read the same text. The following day, they meet in *jigsaw groups* composed of six students. Each jigsaw group includes two students who read each text; each pair shares what they learned from their particular text and also listens and learns from the other dyads about the two texts that they did not read.

Once the students have had a chance to delve deeply into the four texts by reading them closely and discussing them in depth, they apply this knowledge in a variety of ways in collaboration with others: conducting additional research on the case that interests them the most, writing a script for and recording a newscast on the case, engaging in a debate about the big question, writing a letter to the principal and discussing it with him. The outline for this two-week mini-unit follows.

Freedom of Speech Mini-Unit		
<p>Day 1 <i>Whole group and small group reading: Tinker v. Des Moines</i></p> <ul style="list-style-type: none"> • Preview the two-week unit, discuss new terms • Read aloud • Students read independently and take notes on focus questions handout • Students read the text a second time with a partner • Students discuss notes in their table groups • Facilitate whole group discussion 	<p>Day 2 <i>Expert group jigsaw: the three other court cases</i></p> <ul style="list-style-type: none"> • Students read one text independently with handout of focus questions • Students read the text a second time with an expert group partner • Students meet in expert groups (four to six students) to discuss the text • Students reread the text a third time for homework, highlighting any ideas or phrases that are still confusing • Students do a quickwrite summary of the text • Teach vocabulary in depth: <i>justify, prohibit, protection</i> 	<p>Day 3 <i>Expert group jigsaw (continued)</i></p> <ul style="list-style-type: none"> • Students meet in their expert groups and agree on specific information that they will all share in their jigsaw groups • Students meet in jigsaw groups (six students) to discuss three texts • Students go back to their expert groups to compare their jigsaw group notes • Debrief with whole class to clarify understandings • Students do a quickwrite summary of the three texts

Vignette 6.5. Freedom of Speech: Collaboratively Analyzing Complex Texts Integrated ELA/Literacy, ELD, and History/Social Studies Instruction in Grade Eight (cont.)

Freedom of Speech Mini-Unit		
<p>Day 4 <i>Research</i></p> <ul style="list-style-type: none"> • Students choose the court case that they are most interested in to research further in groups. • Students conduct Internet research to gather additional information about the case (teacher has bookmarked sites as a start) • Students take notes using a notetaking handout 	<p>Days 5–6 <i>Newscasts</i></p> <ul style="list-style-type: none"> • Show a model newscast about a court case • Facilitate a discussion about the structure of a newscast and what type of language is used • Students meet in their interest groups and write a short newscast on the court case with required elements • Check in with groups to review the newscast • Students practice their scripts and record their newscasts 	<p>Day 7 <i>Newscasts (continued)</i></p> <ul style="list-style-type: none"> • Students watch all the newscasts made by members of the class and take notes using a handout on the content and language used • Facilitate discussion about how well the issues were addressed and how persuasive the language was in each of the newscasts
<p>Day 8 <i>Debate</i></p> <ul style="list-style-type: none"> • Students work in small teams (three for and three against in each team), and use the texts and their notes to support their position regarding the following: “Should students be allowed to express any message or point of view while at school?” • Whole group debate 	<p>Day 9 <i>Write letter collaboratively</i></p> <ul style="list-style-type: none"> • Students discuss and chart words and phrases important to include in a letter • Facilitate a whole class, jointly constructed letter to the principal • Students rehearse in small groups and discuss letter, referring back to evidence gathered. • Students write a first draft of their own letters to the editor about free speech • Debrief with whole class 	<p>Day 10 <i>Present letter and write independently</i></p> <ul style="list-style-type: none"> • Students invite the principal in to discuss the letter and engage in dialogue. • Students finish their individual letters in peer editing groups (letters will be posted, and students can choose to send in a copy to the local newspaper)

Vignette 6.5. Freedom of Speech: Collaboratively Analyzing Complex Texts Integrated ELA/Literacy, ELD, and History/Social Studies Instruction in Grade Eight (cont.)

When the students engage in the newscast scriptwriting, Mr. Franklin provides the guidelines. Each script must contain the following:

- A brief overview of the freedoms established by the First Amendment
- A summary of the case
- An explanation of the main points made in the Court's majority opinion
- An explanation of the main points made in the Court's dissenting opinion
- Interviews with key people involved in the case (such as the students involved, parents, school staff, attorneys, but not the Supreme Court justices since they have little or no direct contact with the press)

At the end of the two-week unit, Mr. Franklin facilitates a text jointly written by the whole class: a letter to the principal persuading him to *refine* his approach to limiting students' First Amendment free speech rights. The excerpt below includes evidence from an article the students found during their Internet search:

We learned that, according to legal scholar Nathan M Roberts, "administrators when confronted with a student speech issue should now categorize the speech into one of the following four categories: (1) constitutes a substantial disruption; (2) is offensive; (3) is school sponsored or carries the imprimatur of the school; or (4) could be reasonably interpreted as advocating for illegal drug use. Once the speech is categorized, administrators must analyze it under the appropriate standard to determine if it is permissible student expression." We agree with this suggestion, and we invite you to include it in our school's policy.

After the students jointly construct the letter to the principal, Mr. Franklin asks them to write their own letter to either the school or city newspaper. He shows them two recent examples of letters to the editor from the local newspaper that were written by teenagers, and he briefly discusses what the purpose of each letter seems to be, how many words each letter has, and the tone conveyed by each letter. He encourages students to use the letters as models for writing their own. The students have an opportunity to edit their writing with peers, and Mr. Franklin offers to provide further editorial support if they choose to submit their letters to a newspaper.

Next Steps

Mr. Franklin, Ms. Austin, and Mrs. García meet to reflect on the unit and review the individual letters students wrote. They look for patterns in understandings and misunderstandings, so they can clarify as needed in their own classes. For example, Mr. Franklin will address misunderstandings having to do with the readings on court cases, while Ms. Austin will clarify understandings about the First Amendment and the role of the Supreme Court. Mrs. García will work with both teachers to address literacy challenges that students exhibit in their letters (e.g., cohesion, sentence structure, vocabulary), and she will also continue to teach argumentative writing with a focus on language during designated ELD.

Vignette 6.5. Freedom of Speech: Collaboratively Analyzing Complex Texts Integrated ELA/Literacy, ELD, and History/Social Studies Instruction in Grade Eight (cont.)

The teachers observe that students have started noticing many current events related to free speech. For example, one student brought in a newspaper article about a legal resident in the U.S. who was deported to his home country for speaking to the press. The students are eager to delve more deeply into the topic of free speech, and the teachers decide to extend the unit for another week. After surveying the classes, the teachers develop guidelines for a multimedia project (using Prezi or iMovie, for example) that students will create collaboratively in small groups to demonstrate understandings gleaned from the unit and connect those understandings with current events, as well as their own experiences.

Resources

National Constitution Center. n.d. "Free to Be You." *National Constitution Center*. <http://constitutioncenter.org/learn/educational-resources/lesson-plans/free-to-be-you>

Roberts, Nathan M. 2008. "'Bong Hits 4 Jesus': Have Students' First Amendment Rights to Free Speech Been Changed after *Morse v. Frederick*?" *Journal of Educational Controversy* 3 (1). <http://www.wce.wvu.edu/Resources/CEP/eJournal/v003n001/a014.shtml>

Additional Information

Hirvela, Alan. 2013. "Preparing English Language Learners for Argumentative Writing." In *L2 Writing in Secondary Classrooms*, edited by Luciana C. de Oliveira and Tony Silva. Routledge: New York.

Lesson plans and units for engaging students in debatable issues, along with videos of the lessons in action, can be found at the Word Generation Web site.

Primary and secondary source documents and other teaching materials can be found at the following:

- National Constitution Center (<http://constitutioncenter.org/learn/educational-resources>)
- Landmark Cases of the U.S. Supreme Court (<http://www.streetlaw.org/en/landmark/home>)
- American Bar Association Division for Public Education (http://www.americanbar.org/groups/public_education.html)
- Constitutional Rights Foundation (<http://www.crf-usa.org/>)
- Center for Civic Education (<http://www.civiced.org/>)
- Student Press Law Center (<http://www.splc.org/knowyourrights/legalresearch.asp?id=4>)
- Legal Information Institute, Cornell University Law School (<http://www.law.cornell.edu/supremecourt/text/484/260>)
- FindLaw for Legal Professionals (<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&navby=case&vol=393&invol=503>)

Designated ELD Vignette

Vignette 6.5 illustrates good teaching for all students with particular attention to the learning needs of ELs. English learners additionally benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction and focuses on their particular language learning needs. Vignette 6.6 illustrates how designated ELD can build from and into the types of lessons outlined in vignette 6.5. It also illustrates how teachers can support their ELs to engage in debates and provide a bridge to successful argument writing.

Vignette 6.6. Becoming Skillful Debaters Designated ELD Instruction in Grade Eight

Background

Mrs. García teaches designated ELD to sixteen eighth graders in her school who are at the late Emerging and early Expanding levels of English language proficiency. Mrs. García also meets with a select group of *long-term English learners* (EL students who have been in U.S. schools for more than six years) during seventh period for a disciplinary literacy class. This class includes the involvement of community mentors, positive role models who have committed to building strong relationships with these students through high school graduation with the explicit goal of helping their mentees make deliberate decisions that will eventually enable them to attend college and/or pursue the career of their choice. All EL students have a zero period during which they take an elective; this schedule extends their school day to ensure that they are receiving targeted language instruction without missing out on content classes or electives, such as art and music.

Lesson Context

Mrs. García collaborates with the eighth-grade English and other content area teachers at the school to ensure that the designated ELD instruction students receive is directly aligned with the expectations their teachers have for their students' language use. During their planning, the teachers agree that, due to the fact that they integrate ELD into content instruction, their ELs at the late Emerging and early Expanding levels of English language proficiency who have been in U.S. schools for two to three years, will be able to fully participate in most of the tasks. However, they anticipate that there are some tasks that these students will need additional support for given their particular language learning needs.

The eighth graders are learning about students' First Amendment rights and will be engaging in a variety of literacy tasks to develop and convey their understandings of the topic (see vignette 6.5). One of the tasks students will engage in is a debate about the big question:

Should students be allowed to express any message or point of view while at school?

The eighth-grade teaching team members determine that their EL students at the late Emerging and early Expanding levels of proficiency would benefit from additional support when engaging in the literacy tasks for the First Amendment unit. In preparation for the series of lessons she will teach, Mrs. García has gathered several short articles about debatable topics. The students will read the articles, discuss them, learn about the language in the articles, learn about language that is useful for debating, and apply their knowledge of the content and language to engage in several debates. Mrs. García's ultimate goal is for her students to be able to engage in debates and persuasive writing tasks in Mr. Franklin's English class, as well as in other content areas. The learning target and focus standards in Mrs. García's lesson plans follow.

Vignette 6.6. Becoming Skillful Debaters Designated ELD Instruction in Grade Eight (cont.)

Learning Target: Students will read about debating, practice engaging in debates, and discuss language powerful for debates.

CA ELD Standards (Expanding): ELD.PI.8.3 – Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (I agree with X, but . . .) and open responses; ELD.PI.8.4 – Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience; ELD.PI.8.5 – Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support; ELD.PI.8.11 – a) Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge with moderate support; b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would); ELD.PI.8.12a – Use a growing set of academic words . . . ; ELD.PII.8.1 – Apply understanding of the organizational features of different text types . . . (debate here is seen as a text type; application of other Part II standards, as well).

Lesson Excerpts

Mrs. García begins by explaining that for the next couple of weeks, they are going to be reading about topics that are *debatable*, that is, people typically have strong opinions about the topic and good reasons to support these opinions. Often, they will write arguments to express their opinions and try to persuade others to do something or at least to think about the topic in different ways. They may also engage in a debate, which can be informal or formal. She tells them that they are going to learn how to engage in more formal debates, which they will be doing a lot of in their content classes. She gives them a brief explanation of what *justify* means in English and provides cognates for the word (where they exist) in students' primary languages (e.g., *justificar* in Spanish) and translations in students' primary languages for those that don't have cognates for the word (e.g., *palawang-sala* in Filipino).

She gives them examples of times when she has debated with others in everyday life, and then she asks them if they have ever debated an issue with anyone and, if so, how they approached it. She gives them a few moments to think about this, jot down their ideas, and then share with a partner. She also provides sentence frames to support the use of words *debate* and *justify* in their short conversations (I debated about _____ with _____. My opinion was _____, and I justified it by saying _____.)

Mrs. García: Okay, so you can see that in real life, you're engaging in debate, trying to persuade other people to see things from your point of view all the time. So you already know something about debate. Now we're going to discuss how we debate in an academic environment, like school, and we're going to learn how to debate like scholars.

Mrs. García poses the question that is the topic of lessons for the week, and she also writes it on the white board:

Should school be a place for debate?

Vignette 6.6. Becoming Skillful Debaters Designated ELD Instruction in Grade Eight (cont.)

She clarifies the meaning of the question and then asks students to think about it for a moment and rate the degree to which they agree with the question on a continuum (completely agree, agree, don't have an opinion, disagree, completely disagree) and to jot down a few notes explaining their rating. As they are discussing their responses at their table groups, she reminds them to refer to a chart of *Scholarly Discourse Phrases* in the classroom as they converse. All of the eighth-grade classes have been using and adding to the chart since the beginning of the school year, and Mrs. García notices that her EL students frequently refer to it while conversing with classmates.

Scholarly Discourse Phrases	
<p><i>To ask for clarification:</i> Can you say more about ___? What do you mean by ___? Can you show me evidence in the text that ___?</p>	<p><i>To affirm or agree:</i> That's an excellent point because ____. What you said about ___ resonated with me because ____.</p>
<p><i>To build or add on:</i> I'd like to add on to what you said. Also, ____. Another thing I noticed was that ____.</p>	<p><i>To disagree respectfully:</i> I agree with you, but ____. You make a good point, but have you considered ____? I can see your point. However, ____.</p>

After she debriefs with the whole class, she previews the text students will read. The short article contains some content that may be unfamiliar to students (e.g., civil rights movement, boycott), so she explains the ideas. The text also contains many general academic words, and she previews the meaning of some of them. (She will teach eight of the words/terms more intensively over the next two weeks: justify, protest, avoid, bias, perspective, controversy, defined by, issue. She also asks the other eighth grade teachers to use the words as much as they can so that students experience them in different contexts.)

The process she uses to facilitate students' reading of the short text is the following:

- The teacher reads the text aloud as students follow along in their texts.
- Students discuss the big ideas in the text in pairs and then debrief with teacher.
- Students partner read the text.
 - Each partner reads a section.
 - The other partner uses a *Careful Reading Tips* bookmark to clarify understandings of the section.
 - The two briefly discuss their ideas, write questions and notes in the margins, and highlight or circle terms that are unclear.
 - The students swap roles and read the next chunk, continuing this exchange of roles until the whole text has been read.
 - Each pair discusses the questions at the end of the text and goes back to clarify terms and understandings.
- The teacher debriefs with the whole class.

Vignette 6.6. Becoming Skillful Debaters Designated ELD Instruction in Grade Eight (cont.)

The text and the Careful Reading Tips bookmark follow.

Should School Be a Place for Debate?

In room 207, Mr. Smith is teaching his students about the civil rights movement. He asks the students questions such as, “Who were the freedom riders?” or “What year was the Montgomery bus boycott?” It is easy for students to find the answers in their textbooks. Mr. Smith tells the students whether they are right or wrong. On Friday, they will have a quiz about these facts.

In room 209, Ms. Miles is also teaching about the civil rights movement. She asks her students, “Is peaceful protest the best way to make things change for the better?” The students have a **debate**. Some think Martin Luther King was right to tell **protesters** to **avoid** violence. Others believe that sometimes violence is necessary when people will not listen to reason. They ask Ms. Miles for the right answer, but she says there is no right answer.

Some people believe that kids in school should only learn about facts. These people think students should get information from their textbooks or teacher and memorize it. That way, some argue, everybody will learn the same things and they can all do well on tests.

Other people think **debates** can be hard because there are no right answers. Sometimes everybody learns different things from a **debate**. This makes it hard for teachers to give a test to find out what students have learned. **Debates** also take a lot of time. Teachers who have debates may not be able to cover as many topics in class. Then, students may not learn all of the facts in the textbook.

However, **debates** may help students understand why the facts they learn in school are important. We live in a democracy, where everyone needs to know how to form and **justify** opinions in order to make decisions. Students will not always have a teacher or a textbook to give the right answers, so young people need to learn to think for themselves. Each person has a unique **perspective defined by** his or her knowledge, experience, and attitudes. Even teachers and textbook authors have their own **perspectives**.

Through a classroom **debate**, students hear their classmates’ opinions. Students **justify** their opinions with evidence from texts and their own experiences. Sometimes, hearing from classmates who disagree with them makes students learn about their own **biases** and understand a problem in a new way. Hearing classmates’ **perspectives** during a debate can help students understand the complexity of many important **issues**. Whether it is better to have teachers teach from the text or to have students engage in **debates** is a continuing **controversy** in education.

What do you think? Should students learn only facts in school? Or should **debates** be an important part of their education?

Vignette 6.6. Becoming Skillful Debaters Designated ELD Instruction in Grade Eight (cont.)

Careful Reading Tips	
Do	Say
Think about what the section means	I'm not completely clear about what this part is about, but I think it might mean . . .
	I think this section might mean ___ because ___.
Summarize what the section says	What I understand about this section so far is _____.
	The main ideas/events in this section are _____.

After their partner reading, Mrs. García debriefs with the students to clarify understandings and terms. To close the lesson, she asks them to write a paragraph in response to the questions at the end of the reading, and she asks them to read the text again for homework, using an English dictionary or bilingual dictionary to look up words they still do not understand.

The next day, Mrs. García asks students to briefly share what they wrote in table groups and then collects the students' writing. She will analyze it using a framework she has developed based on the CA ELD Standards to determine language areas she needs to focus more intensively on (e.g., combining ideas in sentences, expanding and enriching ideas using adjectives or prepositional phrases).

Mrs. García: Now that you've had a chance to read and think about debates and whether or not debates should happen in school, we're going to debate that issue. In high schools in our district, there's a debate league where teams of students from each school debate controversial issues. In order to be on the debate team, you have to learn how to be a skillful debater. A skillful debater is someone who can justify more than one perspective. For example, a debater might start by arguing that students should study hip-hop lyrics because it's really like poetry. Then, she can change positions and argue that students should not study the lyrics because they make people violent. The skillful debater has to put personal opinions and biases aside and debate the issues using good reasons and evidence to justify the position. The teams that win are the ones that can justify each perspective. That's what you're going to be doing: learning how to be a skillful debater.

She splits the class into two groups and establishes guidelines for debates based on their reading (she fills in what the students do not yet know about debates). Next, she randomly assigns each group a position:

- Debates do not belong in schools. They take too much time and students need to learn a great deal of material.
- Debates belong in schools. Reading from textbooks and listening to lectures is boring for students, so they do not learn the material. Debates would get students interested, so they would learn more.

Vignette 6.6. Becoming Skillful Debaters Designated ELD Instruction in Grade Eight (cont.)

The process she uses to engage students in the debates is the following:

Debate Process
<ol style="list-style-type: none">1. Half of the class discusses their positions while the other half observes and takes notes (fishbowl approach), using two guiding questions to critique the debate:<ul style="list-style-type: none">• Are the debaters providing reasoning and evidence?• Are important words from the reading used?2. The two groups of students switch roles so that the observers (now debaters) get a chance to discuss the issue. The observing group then critiques the debate.3. The teacher debriefs with the whole class on their use of reasoning and evidence, argumentation, and precise words, as well as their use of scholarly discourse.
<p>Once the students become used to debating, Mrs. García will insert two additional steps after step 2 (so that step 3 above will become step 5):</p> <ol style="list-style-type: none">3. The two groups resume their original roles. This time, they try to apply counterarguments to the positions of the other students. The observing group then critiques the debate.4. The two groups switch roles so the second group also has an opportunity to try using counterarguments. The observing group then critiques the debate.

Part of the conversation that takes place during the debate is the following:

Dante: I have two things to say. First, I think debates should be used in school because they're more fun for the students.

Phuong: That's an excellent point because it's a lot more fun to talk about things than to just read and write all the time. When you talk about things, you learn more, too.

Celia: I have something to add. In the article, it says that when you debate, you get to hear what other people in your class think, so you get to learn from what they know. You get to hear their perspectives that you might not know.

Dante: Another thing I noticed is that you don't just hear what they say. They have to justify what they think. So for example, in a debate, you really have to pay attention to what people are saying so you can agree or disagree. And you have to be able to say what you really think because you have to justify yourself. I mean, you have to justify your opinion.

Roxana: Also, in some other classes, we just have to sit and listen and be quiet all the time. That's really boring, and sometimes I fall asleep. I think that's a good reason to have debates.

Once the students have practiced debating the issue using steps 1–3, they go back to the guidelines for debating and add to and revise them so they can use the guidelines as a resource for the next debate they will have.

Vignette 6.6. Becoming Skillful Debaters Designated ELD Instruction in Grade Eight (cont.)

Next Steps

Mrs. García observed her students as they were debating and noticed that they were very engaged in the conversation—whether they were debating or observing—and that they were applying both their understanding of the content as well as their knowledge of English. However, while the issue of debating in schools was a good foundation for discussing debate, she felt that the issue was not that controversial. She plans to provide more frequent opportunities for her students to debate more controversial topics (e.g., Should English be the official language of the United States? How should schools prevent bullying?).

At the end of the week, Mrs. García asks her students to write a response to the question, “Should school be a place for debate?” Using the framework for analyzing writing she developed based on the CA ELD Standards, she compares this response to the one students wrote at the beginning of the week. In her analysis, she finds that not only do most of the students have more to say about the topic, but they are also integrating their knowledge of the language used in the text and debates into their writing. For example, all of the students use the words *justify*, *debate*, and *perspective*. In addition, in the second writing piece, most students write sentences that are more grammatically complex (e.g., complex sentence, use of prepositional phrases, long noun phrases) than their first writing sample.

Mrs. García meets with the eighth-grade teaching team to share the students’ writing and her observations from their debates, and the team uses this information to shape and refine upcoming lessons and projects.

Resources

Should School Be a Place for Debate? (Unit 3.01) http://wordgen.serpmedia.org/s_weekly2014.html

Should Doctors Be Allowed to Assist Seriously Ill Patients to Commit Suicide? (Unit 2.13) http://wordgen.serpmedia.org/s_weekly2014.html and <http://wordgen.serpmedia.org/>

Should Secret Wire-Tapping Be Legal? (Unit 3.05) http://wordgen.serpmedia.org/s_weekly2014.html

Sources

Adapted from

Strategic Education Research Partnership. “Original Word Generation Program, Interdisciplinary Grades 6–8: Units 2.13, 3.01, and 3.05.” *Word Generation*. <http://wordgen.serpmedia.org/original/>

Quality Teaching for English Learners (QTEL). n.d. “Careful Reading Tips Bookmark.” WestEd. <http://qtel.wested.org/>

Additional Information

- For many more ideas on how to engage middle school students in reading, writing, and discussing debatable issues, including lesson and unit plans and videos of the lessons in action, see the Word Generation Project (<http://wg.serpmedia.org/>).

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California’s richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more

of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers need to know their students well through appropriate assessment practices and other methods in order to design effective instruction for them and adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this evaluation of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9. Importantly, students will not receive the excellent education called for in this *ELA/ELD Framework* without genuine collaborations among those responsible for educating California’ children and youth. (See figure 6.32).

Eighth-grade students are poised to make the last transition before leaving elementary and secondary education. Moving to high school is a big step for all students and one full of new challenges and new interests. The goal is that the preparation they have done in language and literacy in middle school will serve them well as they enter the next phase of their education.

Figure 6.32. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they regularly collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

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Content and Pedagogy: Grades Nine Through Twelve

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Overview of the Span

As students enter grade nine they embark on the last phase of their journey through elementary and secondary education. Students' progress through the high school years sees many cognitive, physical, emotional, and social changes as these emerging adults contemplate their future and their place in the world around them. Adolescent brain development continues apace, and teen brains change and become more powerful every day (Galvan 2013).

While intellectual functioning nears adult levels in older adolescents, higher-level cognitive or executive functioning, such as planning ahead, weighing risks and rewards, and making complicated decisions, develops more slowly. This is the result of changes in brain structure (myelination in the prefrontal cortex) that often are not complete until early adulthood (Steinberg 2012). Brain systems that support self-regulation and emotional control (networking of multiple brain regions) also develop during adolescence and into adulthood. Galvan's research (2013) also shows adolescents have heightened sensitivity to anticipated rewards that may lead to impulsive or risky behavior. She argues, however, that this sensitivity also primes young adults for independence, exploration, novelty, and flexibility. This constellation of developmental factors makes these students ripe for new intellectual adventures and ready to exercise their language and literacy muscles by engaging with interesting inquiries, inspirational literature, and the deep questions of humanity. These adolescents are set to turn their developing competencies to tasks that engage with real issues of the day (and yesterday). They are motivated by teachers, settings, and tasks that expect adolescents to challenge their own and others' thinking and that honor their emerging stances and arguments.

High school students are also motivated by peer groups and signals of their increasing degrees of independence. Earning a driver's license, dating, and participating in sports and clubs all point to new-found freedoms and identities. Teens' expectations for acceptance and academic and extracurricular success can sometimes lead to disappointments and sharply felt emotions. At the same time these young adults are planning for college and other postsecondary training and attempting to make

Although they feign nonchalance, students in high school are particularly sensitive to teacher attitudes and dispositions toward students; disparaging comments and bias regarding group affiliation or student intelligence are deeply felt.

the right choices about majors, schools, jobs, and more. Maintaining students' positive engagement with school is critical for all students—even more so for students who feel alienated or unsuccessful. Helping students develop a *growth mind-set*, in which they believe that through effort and instruction their intellectual ability can grow (Dweck 2010), is essential as well. Although they feign nonchalance, students in high school are particularly sensitive to teacher attitudes and dispositions toward students; disparaging comments and bias regarding group affiliation or student intelligence are deeply felt. (See chapter 2 of this *ELA/ELD Framework* for suggestions regarding student motivation and engagement and culturally and linguistically responsive approaches.)

Navigating the highs and lows of adolescence, thoughtful and perceptive teachers help students expand their world views beyond the confines of the school and community. Introducing students to literature that reflects their lives and their languages and speaks to their personal struggles can be affirming and motivating. Whether contemporary or canonical, literature can bring forth themes that resonate with young adults and invite new perspectives. In addition, inquiry-based units, interdisciplinary projects, service learning opportunities, and multi-modal projects (e.g., video,

Students' progress through the high school years sees many cognitive, physical, emotional, and social changes as these emerging adults contemplate their future and their place in the world around them.

Creating awareness of the multiple literacies that adults and young people use in their daily lives and that scientists, historians, artists, novelists, playwrights, poets, mathematicians, and others use to create knowledge and other works builds a shared vision of literacy.

photography, Web site development, theater) are ways to engage students actively in their learning. Using technology to facilitate student collaboration across city, state, and national boundaries is an exciting way for students to interact with others. Building bridges between literacies that young adults employ outside of school on a regular basis and literacies in school can be accomplished by sensitively incorporating them into instruction. Creating awareness of the multiple literacies that adults and young people use in their daily lives and that scientists, historians, artists, novelists, playwrights, poets, mathematicians, and others use to create knowledge and other works builds a shared vision of literacy.

A goal of this framework, developing the **readiness for college, careers, and civic life**, takes on special meaning as high school students make tangible moves to apply for college or technical school or start a career search and, as their eighteenth birthday arrives, to register to vote. By the end of grade twelve the intent is for every student to have established his or her own *literate identity* drawing on the knowledge, skills, and confidence developed over thirteen to fourteen years of prior schooling and to have attained the second goal—the **capacities of literate individuals** (demonstrating independence; building strong content knowledge; responding to varying demands of audience, task, purpose, and discipline; comprehending as well as critiquing; valuing evidence; using technology and digital media strategically and capably; and coming to understand other perspectives and cultures). Students' years of schooling also culminate in having accomplished the goal of becoming **broadly literate**, having read and viewed widely across a range of genres and disciplines for both pleasure and knowledge. So too do students' interactions with a range of technology and digital media, instructional modes (including inquiry based, collaborative, and direct), and global cultures and perspectives prepare them for the goal of successfully navigating life in the **21st century**. Taken together, all four goals position graduating seniors to meet the rigors of postsecondary education and future jobs and to pursue a path of lifelong fulfillment and informed citizenry. Further progress on each of these goals will occur over the course of graduates' lives.

The CA CCSS for ELA/Literacy for grades nine through twelve represent increasingly sophisticated expectations for students as they move from middle school to high school. The standards at this grade span prompt students to think and operate at levels that result in the achievement of the CCR Anchor Standards in Reading, Writing, Speaking and Listening¹, and Language by the end of grade twelve. (See chapter 1 of this *ELA/ELD Framework* for the list of anchor standards.) Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically. For example, students at grades nine through twelve are expected to analyze, evaluate, and address multiple authors (RH.9–12.6); sources (RI.9–12.7); motivations

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¹ As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include deaf and hard of hearing students using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

(RL.9–10.3); representations (RL.9-10.7); perspectives and points of view (SL.9–10.1; SL.11–12.1, 4; W.9–12.3a); themes and ideas (RL/RI.11–12.2); and interpretations (RL.11–12.7). They are expected to identify the best explanations (RH.11–12.3) and address what is most significant (W.11–12.2b; W.9–12.5). They are asked to resolve ambiguities (RL/RI.11–12.1; RH.11–12.3) and analyze the impact of authors' choices (RL.11–12.3) and how well authors accomplish their purposes (RL/RI.9–12.3, 5, 6). Students now are expected to consider rhetorical features and effects in reading and listening (RI.9–12.6; RI.11–12.9, SL.9–12.3) and employ rhetorical devices in writing and speaking (W.11–12.1f; SL.11–12.4b). They too are expected to synthesize multiple sources in their reading and writing (RH.11–12.9; W/WHST.9–12.7) and synthesize comments, claims, and evidence on all sides of an issue in collaborative discussions (SL.11–12.1). The depth of knowledge and level of thinking reflected in these grade-level standards are commensurate with the work that students will do in postsecondary education and careers.

The depth of knowledge and level of thinking reflected in these grade-level standards are commensurate with the work that students will do in postsecondary education and careers.

The CA ELD Standards also call for students to advance their language and thinking at these grade levels in preparation for college and careers. As ELs progress along the ELD continuum, they are expected to understand and use appropriate registers to express and defend nuanced opinions (ELD.PI.9–12.3), consider context in adapting language choices (ELD.PI.9–12.4), and address complex questions and show thoughtful consideration of ideas and arguments (ELD.PI.9–12.5). They also are asked to analyze the effects of language choices made by writers and speakers (ELD PI.9–12, Standards 7–8) and make connections and distinctions between ideas and texts based on evidence as they persuade others (ELD.PI.9–12.11). The complexity of written and spoken texts ELs are asked to interpret and produce aligns with the academic literacy demands of postsecondary education and careers. Students who are ELs participate fully in the ELA curriculum and that of other content areas at the same time as they are learning English as an additional language; some students may be simultaneously developing literacy and academic skills in languages other than English. It is important to note that, even as children are learning English as an additional language, California values the primary languages of its students and encourages continued development of those languages. This is recognized by the establishment of the State Seal of Biliteracy. (See the introduction to this framework.)

In addition, and as discussed in chapters 2 and 9 of this *ELA/ELD Framework*, California takes an *additive* stance to language development for all students. This framework views the “non-standard” dialects of English (such as African American English or Chicana/Chicano English) that linguistically and culturally diverse students may bring to school from their homes and communities as valuable assets, resources in their own right, and solid foundations to be built upon for developing academic English.

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California's diverse population includes students with disabilities. These students also participate in the rigorous ELA/literacy curriculum. Expectations are high, but accompanying high expectations are appropriate instruction (including collaborations among specialists, teachers, and families) and supports and accommodations that allow for students' achievement of the skills and knowledge called for by the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards.

This chapter provides guidance for supporting all students' achievement of the grades nine through twelve CA CCSS for ELA/Literacy and, additionally for ELs, the CA ELD Standards. It begins with a brief discussion of the importance of the integrated and interdisciplinary nature of the language arts. It then highlights key themes in English language arts and in literacy across the disciplines, including selected instructional practices; ways to support students strategically, including those with disabilities or reading difficulties; and appropriate ELD instruction. Grade-level sections provide additional guidance for grades nine–ten and eleven–twelve.

An Integrated and Interdisciplinary Approach

... high school students read to gain, modify, or extend knowledge and to learn multiple perspectives across content areas, authors, genres, formats, cultures, and historical time periods.

The CA CCSS for ELA/Literacy and the CA ELD Standards recognize the role that complex skills in literacy and language analysis and applications play across the curricula. The language arts are used in all content areas to acquire knowledge and inquiry skills (through reading, listening, and viewing) as well as present knowledge in a variety of modes (writing and speaking, incorporating multimedia). Although presented separately in the CA CCSS for ELA/Literacy, the strands of Reading, Writing, Speaking and Listening, and Language are learned and used by students in an interrelated fashion. This relationship is made even more visible by the focus on literacy across the content areas in grades nine

through twelve. The inclusion of the reading and writing standards for history/social studies, science, and technical subjects in grades six through twelve in the CA CCSS for ELA/Literacy underscores this relationship.

Students deploy the language arts across content areas, further developing their skills in reading, writing, speaking, listening, and language for a variety of purposes. More specifically, high school students read to gain, modify, or extend knowledge and to learn multiple perspectives across content areas, authors, genres, formats, cultures, and historical time periods. They write to express, refine, and consolidate their understanding of new concepts, through argumentation, analysis, narration, and summary, using structures and language appropriate to the topic and audience. To solve problems and to answer questions generated by themselves or others, they conduct research projects. Students engage with others in conversations to probe ideas, pose questions, investigate issues, consider and integrate multiple perspectives, summarize, evaluate, and elaborate on what they have heard or read, and present and synthesize arguments, ideas, and information. They develop projects and presentations collaboratively and independently to express their ideas, interpretations, analyses, evaluations, arguments, and experiences to others. While engaging in all these efforts, they acquire vocabulary, linguistic structures, and written language conventions which they can apply to better understand and use precise and nuanced language appropriate to task, purpose, and audience.

As students approach the end of their elementary and secondary education careers, the need to employ language and literacy strategically and skillfully in all disciplines becomes more pressing. To graduate from high school prepared for college, careers, and civic life, students need to develop the academic literacy skills expected by colleges and universities, businesses, and the community at large. These competencies, to which the CA CCSS for ELA/Literacy are closely aligned, reflect “the intellectual and practical dispositions of successful students” (Intersegmental Committee of the Academic Senates [ICAS] 2002, 12) and

To graduate from high school prepared for college, careers, and civic life, students need to develop the academic literacy skills expected by colleges and universities, businesses, and the community at large.

The Standards for Mathematical Practice, the Science and Engineering Practices, and the Capacities of Literate Individuals in ELA/Literacy all communicate core practices that students need to employ to be successful in each discipline.

“the rhetorical and twenty-first century skills as well as habits of mind and experiences . . . critical for college success” (Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project 2011, 1). Academic literacy, described by the ICAS statement, or the “inseparable skills of critical reading, writing, listening and thinking depend upon students’ ability to postpone judgment and tolerate ambiguity as they honor the dance between passionate assertion and patient inquiry” (2002, 12). These competencies speak to the nature of maturing adolescents as well as to their particular knowledge and skills in language and literacy as they prepare to set forth into the world. The developing competencies—of both disposition and

knowledge—are best nurtured by the entire school community, across every discipline, and within each classroom and school setting.

As discussed, the process of enacting literacy across content areas goes beyond a mere nod to the communicative processes inherent in each discipline. In fact, the overlapping nature of the CA CCSS for ELA/Literacy, the CA CCSS for Mathematics (CA CCSSM), and the California Next Generation Science Standards (CA NGSS) illustrates the interconnected nature of the thinking and communication processes central to each set of standards. The Standards for Mathematical Practice, the Science and Engineering Practices, and the Capacities of Literate Individuals in ELA/Literacy all communicate core practices that students need to employ to be successful in each discipline. Described as “important ‘processes and proficiencies’ . . . in mathematics education” (CDE 2013, 6) and “the practices of inquiry and the discourses by which [scientific and engineering] ideas are developed and refined” (NRC, 2012, 218), both of these statements highlight literacy and language. See figure 2.4 in chapter 2 of this *ELA/ELD Framework*. Practices and capacities shared by ELA/literacy, mathematics, and science and engineering at the center of the diagram are the following:

ELA/Literacy 2: They build strong content knowledge.

ELA/Literacy 4: They comprehend as well as critique.

ELA/Literacy 5: They value evidence.

Mathematics 3: Construct viable arguments and critique the reasoning of others.

Science 7: Engaging in argument from evidence.

The reciprocal relationship between the language arts and content learning is also made explicit by the specific standards in the CA CCSSM, CA NGSS, and other California content standards. The examples that follow illustrate literacy expectations in all areas for which California has adopted content standards or model content standards:

- Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri’s principle, and information limit arguments.* (CA CCSSM, G-GMD.1)
- Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. (CA NGSS, HS-LS3-2).

The reciprocal relationship between the language arts and content learning is also made explicit by the specific standards in the CA CCSSM, CA NGSS, and other California content standards.

- Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe. (CA H/SS 10.3.7)
- Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts. (CA VPA Music 9–12, Proficient 5.1)
- Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet. (CA Health Education 9–12.1.2.N)
- Produce and present a complex written, oral, or signed (ASL) product in a culturally authentic way. (CA World Languages, Communication 4.6)
- Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors. (CA Physical Education HS Course 1.1.6)
- Compare and contrast environmental laws and regulations that may have a positive or negative impact on the environment and the economy. (CA Career Technical Education, Energy, Environment, and Utilities A12.3)
- Analyze media for purpose, message, accuracy, bias, and intended audience. (CA Model School Library 9–12.2.2c)

Given the focus on literacy across the content areas, all teachers become teachers of language—the language needed to understand, engage with, and communicate about written texts, digital formats, and oral discourse in each discipline.

Similarly, for classrooms with ELs, the components of the CA ELD Standards (“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills”) are integrated throughout the curricula, rather than being addressed exclusively during designated ELD time. This integration of ELD instruction in ELA and all academic content courses necessitates collaboration among ELD and content area instructors. Given the focus on literacy across the content areas, all teachers become teachers of language—the language needed to understand, engage with, and communicate about written texts, digital formats, and oral discourse in each discipline.

The departmentalized nature of high schools and subject area “a–g” eligibility requirements for the University of California (UC) and the California State University (CSU) can appear to work against teacher collaboration and interdisciplinary study. However a number of innovative integrated courses, such as Linked Learning, California Partnership Academies, and other career technical programs, have been approved by the UC and CSU. A number of practices, such as professional learning communities, communities of practice, and other teacher inquiry groups, can bring teachers together across disciplines, grades, specific courses, and student needs to collaborate. Teachers, specialists, administrators, and others should create structures for collaboration in which all school professionals have opportunities to work together to learn about standards and instructional approaches, share successful practices, plan curriculum and instruction, develop formative and other assessments, analyze student work, and modify schedules and instruction as needed. In these settings teachers need to identify and address the points of shared responsibility—specific literacy tasks and assignments and groups of students, such as ELs and others—for which joint planning and monitoring are necessary. Other examples of collaborations include the following:

Teachers, specialists, administrators, and others should create structures for collaboration in which all school professionals have opportunities to work together to learn about standards and instructional approaches, share successful practices, plan curriculum and instruction, develop formative and other assessments, analyze student work, and modify schedules and instruction as needed.

- Design of cross-discipline units (e.g., a project-based unit on an issue that can be understood and analyzed from different disciplinary perspectives, a service learning project related to multiple fields)
- Consultation on individual or group needs for student improvement (e.g., building vocabulary across content areas, or engaging in the writing process for multiple and varied purposes)
- Collaborating to compile a list of reading and writing assignments across content classes to ensure students read and produce an appropriate variety of text types and lengths across all content area courses
- Creation of criteria and tools for providing feedback to students on writing and collaborative discussions across disciplines

Creating a learning culture in which adults are supported to implement the CA CCSS for ELA/Literacy and the CA ELD Standards is essential. The convergence of recently adopted state standards in the areas of communication and thinking offers natural opportunities to bring together the strengths and energy of many to make the transition to new standards and practices easier and more efficient. See chapter 11 of this *ELA/ELD Framework* for more information on professional learning and collaborations. In this chapter, snapshots and longer vignettes are presented in the grade-level sections to illustrate how the CA CCSS for ELA/Literacy strands, CA ELD Standards, and content-area instruction can be integrated to create an intellectually-rich and engaging literacy program.

Key Themes of ELA/Literacy and ELD Instruction

This section discusses each of the five themes of California's ELA/literacy and ELD instruction described in the introduction to this framework and chapters 1 and 2 as they pertain to grades nine through twelve (see figure 7.1): **Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills**. Impacting each of these for ELs is learning English as an additional language, and impacting all students is the context in which learning occurs.

Displayed in the white field of the figure are the characteristics of the context for instruction called for by this *ELA/ELD Framework*. Highlighted in figure 7.2 is research on **motivation and engagement**, discussed in chapter 2 of this framework. Teachers in the grade span recognize their critical role in ensuring children's initial steps on the exciting pathway toward ultimately achieving the overarching goals of ELA/literacy and ELD instruction (displayed in the outer ring of figure 7.1): students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century.

Creating a learning culture in which adults are supported to implement the CA CCSS for ELA/Literacy and the CA ELD Standards is essential.

Figure 7.1. Circles of Implementation of ELA/Literacy and ELD Instruction



Figure 7.2. Motivation and Engagement

Educators should keep issues of motivation and engagement at the forefront of their work to assist students in achieving the CA CCSS for ELA/Literacy and the CA ELD Standards. The panel report *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (Kamil, and others 2008) makes clear the importance of addressing motivation and engagement throughout the grades and recommends the following practices in classrooms with adolescents:

1. Establish meaningful and engaging content-learning goals around the essential ideas of a discipline as well as the specific learning processes students use to access those ideas.
 - Monitor students' progress over time as they read for comprehension and develop more control over their thinking processes relevant to the discipline.
 - Provide explicit feedback to students about their progress.
 - Set learning goals. When students set their own goals, they are more apt to fully engage in the activities required to achieve them.
2. Provide a positive learning environment that promotes students' autonomy in learning.
 - Allow students some choice of complementary books and types of reading and writing activities.
 - Empower students to make decisions about topic, forms of communication, and selections of materials.
3. Make literacy experiences more relevant to students' interests, everyday life, or important current events (Guthrie, and others 1999).
 - Look for opportunities to bridge the activities outside and inside the classroom.
 - Find out what your students think is relevant and why, and then use that information to design instruction and learning opportunities that will be more relevant to students.
 - Consider constructing an integrated approach to instruction that ties a rich conceptual theme to a real-world application.

4. Build in certain instructional conditions, such as student goal setting, self-directed learning, and collaborative learning, to increase reading engagement and conceptual learning for students (Guthrie, and others, 1999; Guthrie, Wigfield, and VonSecker 2000).
 - Make connections between disciplines, such as science and language arts, taught through conceptual themes.
 - Make connections among strategies for learning, such as searching, comprehending, interpreting, composing, and teaching content knowledge.
 - Make connections among classroom activities that support motivation and social and cognitive development.

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers' and the broader school community's open recognition that students' primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and also to draw on to build proficiency in English and in all school learning (de Jong and Harper 2011; Lindholm-Leary and Genesee 2010). Teachers are encouraged to do the following:

- Create a welcoming classroom environment that exudes respect for individual students and their families and communities and for cultural and linguistic diversity in general
- Get to know students' cultural and linguistic backgrounds and how individual students interact with their primary language, home dialect, and home cultures
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum
- Use texts that accurately reflect students' cultural, linguistic, and social backgrounds so that students see themselves in the curriculum
- Continuously expand their understandings of culture and language so as not to oversimplify approaches to culturally and linguistically responsive pedagogy (For guidance on implementing culturally and linguistically responsive teaching, see chapters 2 and 9 of this *ELA/ELD Framework*.)

To improve adolescent literacy, the Institute of Education Sciences (IES) Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (Kamil, and others 2008), offers five research-based recommendations:

- Provide direct and explicit comprehension strategy instruction
- Provide explicit vocabulary instruction
- Provide opportunities for extended discussion of text meaning and interpretation
- Increase motivation and engagement in literacy learning
- Make available intensive individualized interventions for struggling readers taught by qualified specialists

These recommendations echo, in part, the themes and contexts of the CA CCSS for ELA/Literacy and the CA ELD Standards and are addressed in the discussions that follow.

Meaning Making

Meaning making is central in each of the strands of the CA CCSS for ELA/Literacy in grades nine through twelve. Reading standards for literature and informational text in English language arts, as well as reading standards for literacy in history/social studies, science, and technical subjects, require students to analyze and evaluate ideas and authors' purposes from a range of types of texts and media formats that are increasingly complex. Writing standards require students to convey meaningful content as they use evidence from texts they have read to present an argument, explain, and persuade. Speaking and listening standards require students to participate in collaborative discussions in which they pose and respond to questions and challenge ideas and conclusions. Language standards require students to both clarify and interpret nuances of the meaning of words they read. As students engage with specific subject area disciplines, they are expected to learn from what they read as texts become increasingly complex and academic. In other words, as in all prior grades, deriving meaning from reading texts and hearing utterances and using writing and speaking to derive and communicate meaning is central; meaning making overarches all strands of the standards.



Meaning making is also emphasized in the CA ELD Standards, particularly in the standards for the interpretive mode in Part I: "Interacting in Meaningful Ways," which focuses on listening actively, reading closely and viewing critically, evaluating how well writers and speakers use language, and analyzing how writers and speakers use vocabulary and other elements of language for specific purposes. The standards in Part II: "Learning About How English Works" are also critical for building awareness and understanding of structures of the English language that ELs need in order to make meaning of complex academic texts.

In grades six through eight, students learned about arguments and claims in texts for the first time. By the end of grade eight, students learned to identify textual evidence that most strongly supports an analysis (RL/RI.8.1; RH/RST.6–8.1), and they learned to determine a central theme

In grades six through eight, students learned about arguments and claims in texts for the first time.

or idea and analyze it over the course of the text, identifying relationships and connections among ideas, individuals, and incidents (RL/RI.8.2–3). They analyzed how text structure contributes to meaning, style, and development of ideas (RL/RI.8.5), and they determined an author's point of view or purpose (RI.8.6). Students traced and evaluated specific arguments and claims (RI.8.8) and distinguished among facts, reasoned judgments, and speculation in a text (RH/RST.6–8.8). Students also analyzed two or more texts with conflicting information

(RI.8.9) and analyzed relationships between primary and secondary sources (RH.6–8.9). In writing, students learned to write arguments to support claims (W.8.1) in addition to writing explanations and narratives. In speaking and listening, students evaluated speakers' purposes and motives (SL.8.2) and presented claims and findings orally (SL.8.4).

New to grades nine through twelve in the Reading strand, increasingly sophisticated levels of analysis and interpretation are now evident in meaning making. Students are expected to grapple with a multiplicity of sources, authors, motivations, representations, perspectives, themes and ideas, and they analyze rhetorical features and synthesize multiple sources of information. The following list alternates between standards for English language arts (ELA) and literacy in history/social studies,

science, and technical subjects (HST). These are interspersed to highlight the connections between ELA and HST, as well as their distinctions.

- In ELA, citing strong and thorough textual evidence to support analysis (RL/RI.9–12.1) and determining where the text leaves matters uncertain (RL/RI.11–12.1)
- In HST, citing evidence to support analysis of primary and secondary sources by connecting insights gained from specific details (RH/RST.9–12.1) and attending to distinctions made by the author or any inconsistencies (RST.11–12.1)
- In ELA, determining two or more central ideas and analyzing how they interact and build on one another (RL/RI.11–12.2)
- In HST, making clear the relationships among key details and ideas in summaries of primary or secondary sources (RH.11–12.2); paraphrasing complex concepts, processes, or information in simple but accurate terms (RST.11–12.2)
- In ELA, analyzing the impact of the author's choices in the development of elements of a story or drama (RL.11–3); analyzing how an author unfolds an analysis (RI.9–10.3) and how a complex set of ideas interact and develop (RI.11–12.3)
- In H/SS, determining if earlier events caused or simply preceded other events (RH.9–10.3); evaluating various explanations for events (RH.11–12.3)
- In ELA, determining the cumulative impact of word choices (RL/RI.9–10.4)
- In H/SS, analyzing how an author uses and refines meaning of a key term over the course of a text (RH.11–12.4)
- In ELA, analyzing how an author's choices of text structure create effects, such as mystery, tension, or surprise (RL.9–10.5) or aesthetic impact (RL.11–12.5); analyzing and evaluating the effectiveness of the structure an author uses (RI.11–12.5)
- In ST, analyzing relationships among concepts in a text (RST.9–10.5) and how a text structures information into categories or hierarchies (RST.11–12.5)
- In ELA, analyzing how an author uses rhetoric to advance a point of view or purpose (RI.9–10.6) and determining rhetoric which is particularly effective (RI.11–12.6)
- In HST, comparing the point of view of two or more authors (RH.9–10.6) and assessing authors' claims, reasoning, and evidence (RH.11–12.6); defining the question the author seeks to address (RST.9–10.6) and identifying important issues that remain unresolved (RST.11–12.6)
- In ELA, analyzing multiple interpretations of a story, drama, or poem (RL.11–12.7); integrating and evaluating multiple sources of information presented in different media (RI.11–12.7)

New to grades nine through twelve in the Reading strand, increasingly sophisticated levels of analysis and interpretation are now evident in meaning making. Students are expected to grapple with a multiplicity of sources, authors, motivations, representations, perspectives, themes and ideas, and they analyze rhetorical features and synthesize multiple sources of information.

- In HST, integrating quantitative or technical analysis with qualitative analysis (RH.9–10.7) and translating technical information expressed in words into visuals and visuals into words (RST.9–10.7); integrating and evaluating multiple sources of information to answer a question or solve a problem (RH/RST.11–12.7)
- In ELA, identifying false statements and fallacious reasoning in an argument (RI.9–10.8)
- In HST, corroborating or challenging an author’s premises, claims, and evidence (RH.11–12.8) and evaluating the hypotheses, data, analysis, and conclusions in a technical text (RST.11–12.8)
- In HST, integrating information from diverse sources and noting discrepancies among sources (RH.11–12.9); synthesizing information from a range of sources into a coherent understanding (RST.11–12.9)

In the Writing strand, meaning making now includes the following:

- In ELA, writing arguments by introducing knowledgeable claims and establishing their significance, supplying the most relevant evidence, logically sequencing claims, counterclaims, reasons, and evidence, using varied syntax, and employing specific rhetorical devices (W.11–12.1a, b, c, f)
- In HST, writing arguments by introducing knowledgeable claims and establishing their significance, logically sequencing claims, counterclaims, reasons, and evidence, and using varied syntax (WHST.11.1a, c)

In the Speaking and Listening strand, meaning making now includes the following:

- In ELA and HST, posing and responding to questions that relate to broader themes or larger ideas, summarizing points of agreement and disagreement, making new connections in light of the evidence (SL.9–10.1c, d), and synthesizing comments, claims and evidence made on all sides of an issue (SL.11–12.1d); integrating multiple sources of information and evaluating the credibility and accuracy of each source (SL.9–12.2); evaluating a speaker’s point of view, reasoning, and use of evidence and rhetoric (SL.9–12.3)

See the section on language development in this overview of the span for language-related meaning making standards that are new to the ninth- through twelfth-grade span.

The CA ELD Standards intersect with and amplify these CA CCSS for ELA/Literacy. English learners in grades nine through twelve explain ideas, phenomena, processes, and relationships within and across texts, explaining inferences and conclusions (ELD.PI.9–12.6a–b). They evaluate and analyze language choices, explaining how successfully writers and speakers structure texts and use language to persuade the reader (ELD.PI.9–12.7) and explaining how a writer’s or speaker’s choice of phrasing or words produces different effects on the audience (ELD.PI.9–12.8). English learners also express their ideas through writing and presenting (ELD.PI.9–12, Standards 9–11) using a variety of grade-appropriate vocabulary (ELD.PI.9–12.12), and engage in collaborative discussions (ELD.PI.9–12, Standards 1–3) while adapting their language choices to various contexts (ELD.PI.9–12.4). English learners do all this by applying their understanding of how English works on a variety of levels: how different text types are organized and structured to achieve particular academic purposes, how texts can be expanded and enriched using particular language resources, and how ideas can be connected and condensed to convey particular meanings (ELD.PII.9–12, Standards 1–7).

English learners in grades nine through twelve explain ideas, phenomena, processes, and relationships within and across texts, explaining inferences and conclusions.

These expectations for students' understandings about language and how it makes meaning in different disciplines have implications for what teachers should know about language. Across the disciplines, teachers need to develop deep understandings about the inextricable link between language and content knowledge and how to support each of their students in understanding how language works to make meaning with different types of text.

Making Meaning with Complex Text

In grades nine through twelve, a world of classic and contemporary literature opens to students. The CA CCSS for ELA/Literacy indicate that high school students should read works of Shakespeare; foundational pieces of American literature from the eighteenth, nineteenth, and early twentieth centuries; world literature; and seminal U.S. documents of historical and literary significance, such as the Gettysburg Address, King's "Letter from Birmingham Jail," the Declaration of Independence, the Preamble to the Constitution, and more. Other informational texts, such as textbooks, reports, primary and secondary sources, artworks, and Web pages, populate content area classrooms. In world history, U.S. history, economics, American government, biology, chemistry, physics, theater, music, visual arts, world language, geometry, algebra, calculus, statistics, physical education, health, and other classrooms, students encounter an array of printed, digital, and symbolic texts they must read and analyze. Regardless of the quantitative measure of these texts, they all pose text complexity challenges of some sort for almost all students.

The CA CCSS for ELA/Literacy indicate that high school students should read works of Shakespeare; foundational pieces of American literature from the eighteenth, nineteenth, and early twentieth centuries; world literature; and seminal U.S. documents of historical and literary significance . . .

Foundational literature may be difficult for reasons of archaic language, historical situation, and conceptual or symbolic meanings. Depending on the breadth and depth of the curriculum students have experienced, some forms and genres of literature and nonfiction may not be as familiar to students.

Foundational literature may be difficult for reasons of archaic language, historical situation, and conceptual or symbolic meanings. Depending on the breadth and depth of the curriculum students have experienced, some forms and genres of literature and nonfiction may not be as familiar to students. As novels and short stories have tended to dominate the ELA curriculum, the structures and language of plays, poetry, and essays may be less familiar. Primary sources in history and technical reports in science and other technical subjects may not be plentiful. And the textbook—sometimes out of date, occasionally not well written, and frequently pushed aside by classroom lecture—is often viewed by students (and teachers) as alternately impenetrable, boring, and just too heavy. Students, however, need to read a broad range of texts including high-quality textbooks; to make meaning from complex texts and interact meaningfully with the information and ideas in them, students need support.

In terms of quantitative measures of complexity, suggested ranges of multiple measures of readability for the grades six through eight complexity band recommended by the NGA/CCSSO are provided in figure 7.3.

Figure 7.3. Associated Ranges from Multiple Measures for the Grades Nine and Ten and Eleven and Twelve Text Complexity Bands

Grade Band	ATOS (Renaissance Learning)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	Source Rater
9–10	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81	9.02–13.93
11–12	11.20–14.10	67–74	10.34–14.2	1185–1385	9.57–12.00	12.30–14.50
Source National Governors Association Center for Best Practices and Council of Chief State School Officers. n.d. "Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity," 4. <i>Common Core State Standards Initiative</i>						

High school students are on the verge of entering their adult lives, and their schooling experiences should acknowledge this by apprenticing these students into the world of literate adults, fully capable of embarking on the career or educational paths of their choosing and contributing to our democratic society. This is a complex endeavor requiring teachers, as mentors, to engage students in thinking critically about the texts they read and hear. In high school, students develop a critical stance toward literature as they consider an author’s purpose for writing a text and the language choices the author has made to express his or her views of the world, including the socio-political, cultural, global, and historical context at the time of a text’s publication.

Curriculum planning and text selection based on the CA CCSS for ELA/Literacy and other content standards should occur first. Texts selected should be sufficiently challenging while also suitable for the purposes of the course and the knowledge and skills to be developed. A range of text types and genres, as appropriate, should be selected. As teachers plan instruction, they read the texts closely for important content and ideas and analyze the texts carefully for complexity, including levels of meaning, structure, knowledge demands, and language conventionality and clarity, including vocabulary. Identifying the features that may be new or that are likely to pose difficulties for their students, teachers plan ways to support students before, during, and after they read. The CA ELD Standards are an essential tool for analyzing texts for issues of language for ELs. Specific comprehension strategies (see the following section and chapter 2 of this *ELA/ELD Framework*) help students access text meanings in order to participate in discussions and write about the texts.

Developing a classroom and school culture that values effort and persistence is critical, as is building student stamina and enthusiasm for reading. The aim is for students to learn that working hard to construct meaning from texts not only makes future reading easier, but can also bring personal satisfaction and new insights and result in tangible progress toward achieving postsecondary goals. Sometimes, a text may not seem complex or seem to be at the high school reading level because of its quantitative measurement (e.g., John Steinbeck’s *The Grapes of Wrath*). However, the knowledge demands and complexities of meaning of certain texts make them suitable and even challenging for high school students.

It is important to consider all three aspects of text complexity—quantitative measures, qualitative measures, and reader-task considerations—when selecting texts for instruction and to focus first and foremost on the meanings students need to make with the texts they read. See chapter 2 of this *ELA/ELD Framework* for more information on text complexity and close reading.

Questioning. As discussed in chapter 2 and other grade-level chapters in this *ELA/ELD Framework*, teachers guide students in their analysis of text by asking text-dependent questions at increasing levels of sophistication. For students in high school, questions take on new significance—building independence and increasing motivation. Extending beyond the questions that teachers ask to monitor understanding, generating their own questions helps students read actively (Simpson and Nist 2002) and develop their purposes for reading (National Institute of Child Health and Human Development 2000).

Generating and posing their own questions using strategies such as ReQuest (Manzo 1969; Schoenbach, Greenleaf, and Murphy 2012) or reciprocal teaching (Brown, Palincsar, and Armbruster 1984; Unrau 2008) allows students to take the lead in the inquiry process exercising the autonomy that young adults crave. The types of questions students consider are significant as well; debatable questions or *essential questions* (McTighe and Wiggins 2013) are thought provoking and open-ended. They are not easily answered with a *correct* response but require evidence and justification to support a position or interpretation (W/WHST.9–12.1a-b; W.11–12.1f). When taken broadly, these questions are the organizing themes of a curriculum unit or series of units. Questions and environments that encourage intellectual risk-taking and respect the contributions of students engender ownership and engagement. One important element relates to the role of questions, teachers, and students (figure 7.4).

Figure 7.4. Questioning Culture Conditions

Conditions that support a questioning culture	Conditions that undermine a questioning culture
Teacher and student roles are explicitly defined to support collective inquiry into essential questions. Active intellectual engagement and meaning making are expected of the student. Essential questions serve as touchstones, and answers are to be questioned.	The teacher assumes the role of expert, and the student is expected to be a willing recipient of knowledge. Questions are used to probe students' grasp of material, and answers are either correct or incorrect.
<p>Source McTighe, Jay, and Grant Wiggins. 2013. <i>Essential Questions: Opening Doors to Student Understanding</i>, 100. Alexandria, VA: ASCD.</p>	

Students who see themselves as contributing and valued members of an intellectual enterprise begin to take on academic or literate identities (Katz, Graff, and Brynolson 2013, 6). This stance towards questioning can pave the way for students to enter the academic *conversation* of school. The rhetorician and philosopher, Kenneth Burke, is widely credited for posing conversation as a metaphor for reading and writing (cited in Bean, Chappell, and Gillam 2014, 6–7). In his famous parlor metaphor (figure 7.5), Burke suggests that academic inquiry is similar to joining a conversation. To join the conversation in reading and writing, students think critically and *interrogate* the text, posing questions as they read. These questions challenge the text: “What does this mean?” “Why did the author write it this way?” “What is the author’s purpose or intent?” (RI/RST.9–12.6).

Figure 7.5. *Joining the Conversation*

Imagine you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress.

Source

Burke, Kenneth. 1973/1941. *The Philosophy of Literary Form: Studies in Symbolic Action*, 3rd ed., 110-111. Berkeley: University of California Press.

When students have “caught the tenor of the argument,” they join the conversation by “putting in their oar” or writing in response. Teachers encourage all students to “join the conversation” by structuring daily opportunities for extended discussions to occur, strategically selecting (or pursuing student-selected) topics that are intellectually stimulating for students, and explicitly conveying the message that all questions and responses are welcome and valid, even if students have not fully clarified their thinking when they enter the conversation. Indeed, it is often *through* the conversation that students learn to articulate and clarify their ideas. When students are prevented from entering and fully engaging in conversations (because they are afraid of saying the wrong thing, for example), this important opportunity for cognitive and linguistic growth is thwarted.

See the section on questioning in chapter 6 for grades six through eight of this *ELA/ELD Framework* for other examples of questioning.

Using Other Comprehension Strategies. The goal of strategy instruction is for students to become strategic, active readers who employ the strategies used by effective readers. Specific strategies supported by research (Duke and Pearson 2002; National Institute of Child Health and Human Development 2000) include the following:

- Setting purposes for reading
- Previewing and predicting
- Activating prior knowledge
- Monitoring, clarifying, and fixing
- Visualizing and creating visual representations
- Drawing inferences
- Self-questioning and thinking aloud
- Summarizing and retelling

By grades nine through twelve, most students have learned to employ strategy routines, such as reciprocal teaching, that combine one or more of the listed strategies. Duke and Pearson recommend the gradual release of responsibility model (see chapter 2 of this framework) for teaching strategies, which progresses through five stages:

Teachers encourage all students to “join the conversation” by structuring daily opportunities for extended discussions to occur, strategically selecting (or pursuing student-selected) topics that are intellectually stimulating for students, and explicitly conveying the message that all questions and responses are welcome and valid, even if students have not fully clarified their thinking when they enter the conversation.

1. An explicit description of the strategy and when and how it should be used
2. Teacher and/or student modeling of the strategy in action
3. Collaborative use of the strategy in action
4. Guided practice using the strategy with gradual release of responsibility
5. Independent use of the strategy (2002, 64–66)

At this juncture in a student's schooling emphasis is placed on deployment of strategies, and students should be reminded to emulate the practices of good readers (figure 7.6).

Figure 7.6. What Good Readers Do When They Read

- Good readers are *active* readers.
- From the outset, they have clear *goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it, is meeting their goals.
- Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text sections that might be most relevant to their reading goals.
- As they read, good readers frequently *make predictions* about what is to come.
- They read *selectively*, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read, what to reread, and so forth.
- Good readers *construct, revise, and question* the meanings they make as they read.
- Good readers try to determine the meanings of *unfamiliar words and concepts* in the text, and they deal with inconsistencies or gaps as needed.
- Good readers draw from, compare, and *integrate their prior knowledge* with material in the text.
- They think about the *authors* of the text, their style, beliefs, intentions, historical milieu, and so forth.
- Good readers *monitor their understanding* of the text, making adjustments in their reading as necessary.
- Good readers *evaluate the text's quality and value* and react to the text in a range of ways, both intellectually and emotionally.
- Good readers *read different kinds of text differently*.
- When reading narrative, good readers attend closely to the setting and characters.
- When reading expository text, good readers frequently construct and revise summaries of what they have read.
- For good readers, text processing occurs not only during “reading,” as we have traditionally defined it, but also during short breaks taken during reading . . . [and] even after the reading has ceased.
- Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both *satisfying and productive*.

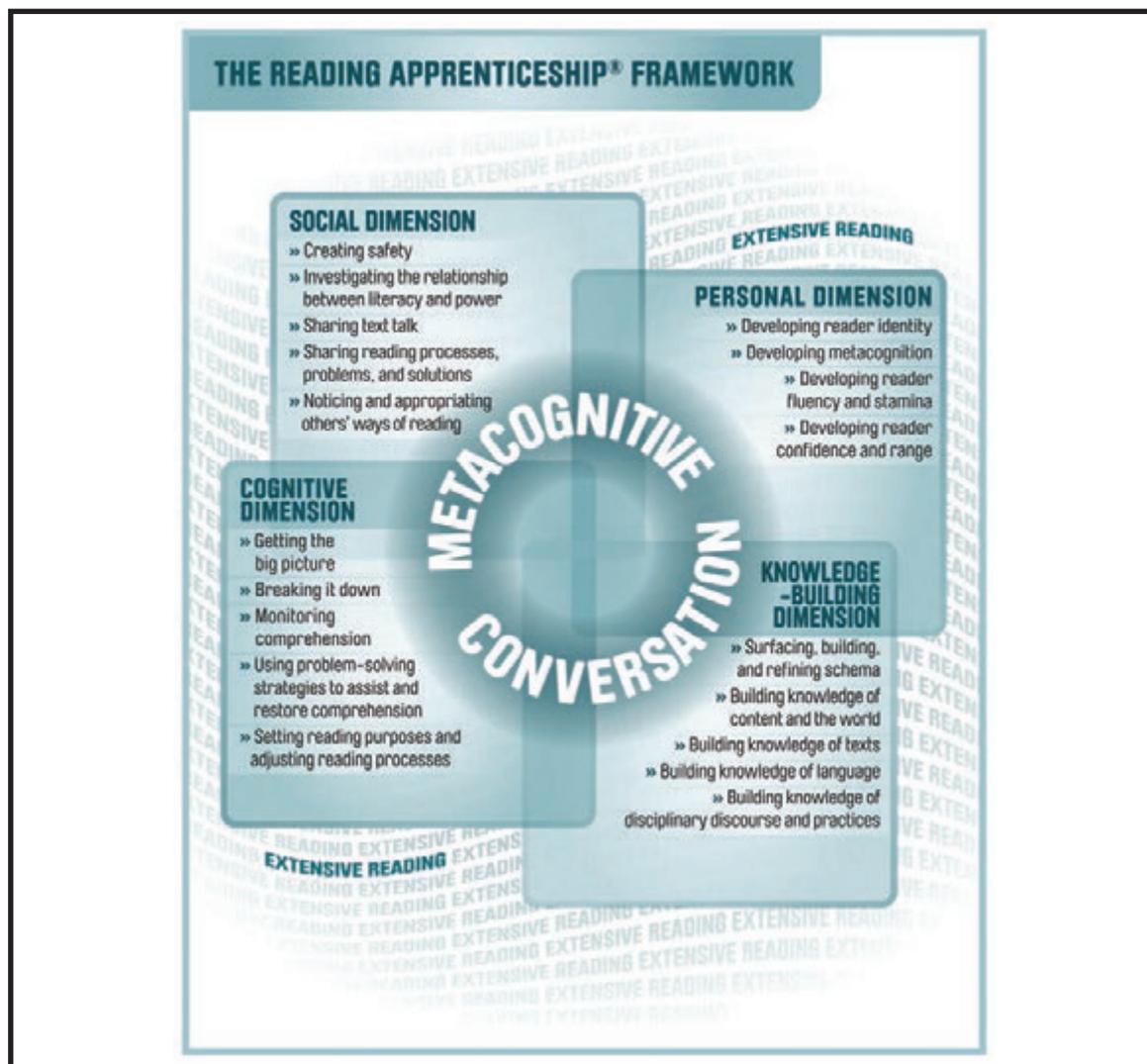
Source

Duke, Nell K., P. David Pearson, Stephanie L. Strachan, and Allison K. Billman. 2011. “Essential Elements of Fostering and Teaching Reading Comprehension.” In *What Research Has to Say About Reading Instruction*, 4th ed., edited by S. Jay Samuels and Alan E. Farstrup, 56. Newark, DE: International Reading Association.

It is worth noting that teaching comprehension strategies is only one of ten elements suggested by research that Duke, Pearson, Srachan, and Billman identify as essential for fostering comprehension. The other nine—addressed in their 2011 chapter and throughout this *ELA/ELD Framework*—include disciplinary and world knowledge, exposure to a volume and range of texts, motivating texts and contexts for reading, text structures, discussion, vocabulary and language knowledge, integration of reading and writing, observation and assessment, and differentiation. Although true for students of all ages, successful meaning making for young adults is the result of complex and interrelated processes and comprehensive instructional practices supported by professional learning.

The Reading Apprenticeship Framework (Schoenbach, Greenleaf, and Murphy 2012) is one such approach that aims to build students' academic literacy in secondary schools and college. Designed to support *all* students, including students who are not yet proficient, the research-based model features metacognitive conversations at the center of four key dimensions of support for reading development (social, personal, cognitive, and knowledge-building) within a context of extensive reading (figure 7.7).

Figure 7.7. Key Dimensions of Support for Reading Development

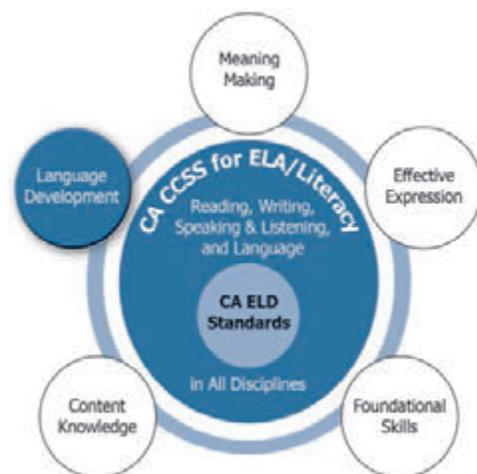


Source

Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. 2012. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, 2nd ed., 25. San Francisco, CA: Jossey-Bass.

Language Development

All students continue to develop as learners of language throughout their academic careers, and indeed their lives. Academic language is vitally important as students progress through high school and into college and careers. Notably, students need to understand and analyze how the structure of language and its organization in a variety of texts differ across academic disciplines, and they need to apply and adapt language forms and features to express their own ideas and construct arguments as appropriate to purpose, audience, and a range of formal and informal academic tasks. In turn, teachers need to develop deep understandings of the inextricable links between content knowledge and language. Content knowledge is embedded in language, and language is a meaningful resource for conveying and understanding knowledge of the world.



Academic language broadly refers to the language used in academic texts and settings, such as those found in school. In order to achieve career- and college-ready standards, students in grades nine through twelve need to understand oral and written academic language as well as use it appropriately in their writing and presentations. The syntactic and organizational structures, as well as vocabulary, used in academic language are different from those used in the everyday language of social settings (including informal interactions in school); these shifts in register and attendant structures and vocabulary are learned and practiced through rich instruction. Some students in high school may have developed awareness of academic language and can use it flexibly; others, including ELs and standard English learners, may need specialized instruction to further develop their language for academic purposes. Academic language shares characteristics across disciplines, but is also highly dependent upon disciplinary content. Thus, instruction in academic English benefits from collaborations among teachers across disciplines to address the variations of language use and text structures in multiple subjects and text types. (For more on the characteristics of academic English, see chapter 2 of this *ELA/ELD Framework* and chapter 5, *Learning About How English Works*, of the *CA ELD Standards*.)

Academic language shares characteristics across disciplines, but is also highly dependent upon disciplinary content. Thus, instruction in academic English benefits from collaborations among teachers across disciplines to address the variations of language use and text structures in multiple subjects and text types.

By the end of grade eight, students learned to vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency; express ideas precisely and concisely while eliminating redundancy; and use verbs of various types to achieve effects when writing, speaking, reading, and listening (L.6–8.3). They traced the etymology of words and verified the meanings of words or phrases by consulting a dictionary (L.6–8.4). They also interpreted figures of speech, used relationships between particular words to increase understanding, and distinguished among connotations of words with similar denotations (L.6–8.5). Students gathered vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.6–8.6). As they read, students determined connotative, figurative, and technical meanings of words and phrases

and analyzed the impact of word choices on meaning and tone (RL/RI.6–8.4); they also determined the meaning of subject-specific words, phrases, and symbols (RH/RST.6–8.4). As they wrote, students used words, phrases, clauses, and appropriate transitions to clarify relationships and create cohesion

... students' language skills increase in breadth and complexity as they progress through high school. Students demonstrate new understandings and increasing sophistication in the use of language when reading, writing, speaking, and listening.

(W/WHST.6–8.1c, 2c), and as they made presentations, they used precise language, domain specific vocabulary, and appropriate transitions to clarify relationships and create cohesion (SL.6–7.4a).

Both the CA CCSS for ELA/Literacy and CA ELD Standards for grades nine through twelve reflect the importance of students' continuing development of academic language and show how students' language skills increase in breadth and complexity as they progress through high school. Students demonstrate new understandings and increasing sophistication in the use of language when reading, writing, speaking, and listening. New to this span in terms of developing and using academic language in the CA CCSS for ELA/Literacy across all disciplines are the following:

- Applying 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 listening (L.9–12.3); writing and editing work so that it conforms to guidelines in a style manual (L.9–10.3a); varying syntax for effect and applying understanding of syntax in the study of complex texts (L.11–12.3a)
- Identifying and correctly using patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, advocacy) (L.9–10.4b); applying knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology (L.11–12.4b)
- Analyzing the role of figures of speech in text and analyzing nuances in the meaning of words with similar denotations (L.9–12.5a–b)
- Acquiring and using academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level and demonstrating independence in gathering vocabulary knowledge (L.9–12.6)
- In ELA and H/SS, analyzing the cumulative impact of word choices on meaning and tone (RL.9–10.4), including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (RL.11–12.4); analyzing how an author uses and refines the meaning of a key term or terms over the course of a text (RI/RH.11–12.4)
- Using words, phrases, clauses (W/WHST.9–12.1c), and varied syntax (W/WHST.11–12.1c) to link the major sections of the text
- Using varied syntax to link major sections of a presentation to create cohesion and clarity (SL.11–12.4b)

All the CA ELD Standards center on building ELs' proficiency in the rigorous academic English language skills necessary for participation in and achievement of grade-level content.

All the CA ELD Standards center on building ELs' proficiency in the rigorous academic English language skills necessary for participation in and achievement of grade-level content. For example, in grades nine through twelve, the collaborative strand now focuses on ELs sustaining and extending conversations and written exchanges (ELD.9–12, Standards 1–2), expressing and defending nuanced opinions (ELD.PI.9–12.3), and adjusting language choices according to context (ELD.PI.9–12.4). The interpretative strand focuses on ELs discussing a variety of social and academic topics and detailed and complex questions (ELD.PI.9–12.5) and using detailed sentences and a range of general academic

and domain-specific words to explain ideas (ELD.PI.9–12.6). The productive strand focuses on ELs expressing complex and abstract ideas in oral presentations using an appropriate level of formality (ELD.PI.9–12.9), writing using appropriate register (ELD.PI.9–12.10), and justifying opinions by articulating sufficient textual evidence using appropriate register (ELD.PI.9–12.11). The CA ELD Standards also focus on students' abilities to analyze and apply knowledge of vocabulary and linguistic structures in a variety of academic texts and topics (ELD.PII.9–12, Standards 1–7).

Vocabulary

At the high school level words abound. In every subject specialized vocabulary is used to communicate disciplinary understandings, and students need to learn to read and speak each subject's unique language. Whether a student is studying geometry, economics, Shakespeare, chemistry, physics, ceramics, basketball, or the works of the transcendentalists, students need to learn the words used in each area to understand what they read, hear, discuss, and write. In chapter 2 of this *ELA/ELD Framework*, as well as in Appendix A of the CCSS for ELA/Literacy (NGA/CCSSO 2010a), three categories or tiers of words are described. Disciplinary vocabulary is most often classified as Tier Three; these domain-specific words are the least frequently occurring but are important for comprehension. Tier Two or general academic words (e.g., *accommodate*, *preclude*, *reciprocal*) are common to many disciplines and occur frequently; these words are necessary for comprehension in many areas and contexts.

Calling attention to words in different contexts, discussing them, and promoting curiosity and explorations of new words and ideas, teachers and students establish an environment that fosters vocabulary development.

Kamil and others (2008, 11) recommend that teachers “provide students with explicit vocabulary instruction . . . [to] help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text.” To carry out the recommendation, the panel suggests the following:

1. Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction.
2. Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.
3. Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
4. Provide students with strategies to make them independent vocabulary learners.

Vocabulary instruction should focus on teaching specific words that students must know to understand texts and topics and on teaching word-learning strategies that students can use to determine word meanings independently. Teachers decide which words are worthy of teaching directly based on students' needs and the demands of the text and subject. Students also learn strategies for *figuring out* what words mean as they read; these include use of morphology (e.g., affixes, roots), context clues, and reference materials. Two other components are important for learning vocabulary: exposure to rich language, including wide reading, and word consciousness. Most words are learned incidentally through reading; repeated encounters with words increase the likelihood that they will be remembered and used in students' speaking and writing. Word consciousness, or metalinguistic awareness, sensitizes students to their own understandings of words and language structures, and students use this awareness to identify words they may not fully understand and sentences that may be complex and confusing. Calling attention to words in different contexts, discussing them, and promoting curiosity and explorations of new words and ideas, teachers and students establish an environment that fosters vocabulary development.

Syntax

Supporting students to develop academic language involves more than attending to vocabulary development. High school students also need to gain deeper understandings of syntax, or the way that words are combined into phrases and sentences and the way that sentences are structured and ordered to convey particular meanings. Learning about syntax helps students express complex ideas. By the end of grade twelve the CA CCSS for ELA/Literacy expect students to understand syntax and vary its use in writing and speaking (W/WHST.11–12.1c; W.11–12.2c; SL.11–12.4b). Students are expected to vary syntax to link ideas, create cohesion, and clarify meaning; they also vary syntax for purposes of style and effect. Students learn to use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing and presentations (L.9–10.1b).

The effective use of phrases and clauses increases the information density of sentences, making them more precise and nuanced, complex, and economical. Artful use of syntax is a sophisticated skill—one that grows as the result of extensive exposure and analysis of well-written texts and repeated meaningful practice in crafting effective sentences in the context of their writing. Students gain exposure through wide reading of many types of texts that contain varied and rich sentence structures. Speeches and debates also afford opportunities to hear well-crafted sentences. Students learn about types of phrases and clauses when teachers draw their attention to how they are used to convey meanings, which can range from informal comments to deeper analysis of sentence, clause, and phrase structure. In turn, students can emulate the writing of *mentor texts* they have read and analyzed and experiment with ways to incorporate these model approaches into their own writing.

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Templates for structuring academic writing (Graff and Birkenstein 2014) help students organize and express their thinking and position their views and arguments in connection with those of the author they are referencing. These templates go beyond sentence frames by offering varied sentence patterns for disagreeing with reasons, agreeing and disagreeing simultaneously, entertaining objections, and more. Another resource, “Rhetorical Grammar for Expository Reading and Writing” (California State University/Ching 2013), provides instruction and practice with a range of syntax-related topics. Examples include connecting independent clauses using coordination, adding information and making logical connections with adverbial clauses, combining sentences using adjectival clauses, using participial modifiers, connecting ideas using parallel structures, and more.

These activities focus on structures that students encounter in texts and employ in their writing. Editing students’ own writing is central; ultimately students learn to edit their writing to create

information-dense sentences. Learning to craft rich and effective sentences in writing that are appropriate to task, purpose, and audience is a long-term enterprise—one that should continue throughout students' schooling and careers.

In addition, students can learn to analyze sentences, paragraphs, and whole texts using a *metalinguage* for discussing how writers make language choices to convey particular meanings (Schleppegrell 2013; Fang, Schleppegrell, and Moore 2013). For example, teachers can facilitate conversations with students in which they unpack lexically dense sentences to uncover the various meanings in the sentences. Teachers can also help students see how different text types are structured and how they employ various linguistic resources, such as different types of verbs or connecting phrases to create cohesion, depending on the purpose of the text type (e.g., to argue, entertain, describe, explain, recount events). These understandings about how language works to make meaning support students' reading comprehension, and they also provide students with models for their own writing. This language learning is contextualized in the rich content students are learning, and teachers facilitate active dialogue about how language works, rather than teaching language in an isolated way (e.g., students silently complete grammar worksheets).

Effective Expression

The development of effective communication skills is one of the hallmarks of the CA CCSS for ELA/Literacy and the CA ELD Standards. This section provides a brief overview of writing, discussing, presenting, and language conventions for the grade span.

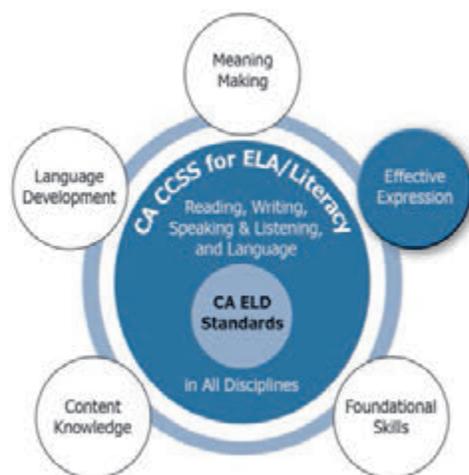
Writing

By the end of grade eight, students demonstrated their growing writing skills by writing arguments to support claims with relevant evidence, acknowledging and addressing opposing claims, supporting counterarguments, and using credible sources (W/WHST.6–8.1). Students also wrote informative/explanatory texts by introducing a thesis statement, using relevant, well-chosen facts in the content areas, using appropriate organization and varied transitions for clarity and cohesion, and establishing and maintaining a formal style and objective tone (W/WHST.6–8.2). Students wrote narratives that engaged the reader, established context and point of view, used language to signal shifts in time frame or setting, and showed relationships among experiences and ideas (W.6–8.3). Students considered how well purpose and audience had been addressed in their writing (W/WHST.6–8.5) and used technology to type a minimum of three pages in a single setting, linking and citing sources and presenting relationships between ideas and information clearly and efficiently (W/WHST.6–8.6). Students wrote a balance of texts to parallel National Assessment of Educational Progress (NAEP) expectations at grade eight: 35 percent to persuade, 35 percent to explain, and 30 percent to convey experience.

As students advance through high school, they become increasingly effective at expressing themselves through different genres of writing.

New to the grades nine through twelve span are the following:

- In ELA, writing arguments in an analysis of substantive topics or texts using valid reasoning (W.9–12.1); introducing precise (W.9–10.1a) and knowledgeable claims (W.11–12.1a); establishing the significance of claims (W.11–12.1a); organizing writing to establish clear relationships (W.9–10.1a) and logical sequence (W.11–12.1a) among claim(s), counterclaims, reasons, and evidence; pointing out strengths and limitations of claim(s) and counterclaims



by anticipating audience’s knowledge level, concerns (W.9–10.1b), values, and possible biases (W.11–12.1b); using words, phrases, clauses (W.9–10.1c), and varied syntax (W.11–12.1c) to link major sections of the text; and using specific rhetorical devices to support assertions (W.11–12.1f)

- In HST, writing arguments focused on discipline-specific content introducing precise (WHST.9–10.1a) and knowledgeable claims (WHST.11–12.1a); establishing the significance of claims (WHST.11–12.1a); organizing writing to establish clear relationships (WHST.9–10.1a) and logical sequence (WHST.11–12.1a) among claim(s), counterclaims, reasons, and evidence; pointing out strengths and limitations of claim(s) and counterclaims in a discipline-appropriate form and anticipating audience’s knowledge level, concerns (WHST.9–10.1b), values, and possible biases (WHST.11–12.1b); using words, phrases, clauses (WHST.9–10.1c), and varied syntax (WHST.11–12.1c) to link major sections of the text; and attending to the norms and conventions of the discipline (WHST.9–12.1d)
- In ELA, writing informative/explanatory texts by organizing complex elements (W.9–12.2a) so that each builds on the previous to create a unified whole (W.11–12.2a); developing the topic with extended details appropriate to the audience’s knowledge (W.9–12.2b) and with the most significant facts and information (W.11–12.2b); using language to manage the complexity of the topic (W.9–12.2d) and using techniques such as metaphor, simile, and analogy (W.11–12.2d); and attending to the norms and conventions of the discipline W.9–12.2e)
- In HST, writing informative/explanatory texts by organizing elements to make important connections and distinctions (WHST.9–10.2a) and so that each complex element builds on the previous to create a unified whole (WHST.11–12.2a); developing the topic with extended details appropriate to the audience’s knowledge (WHST.9–12.2b) and with the most significant facts and information (WHST.11–12.2b); using language to manage the complexity of the topic (WHST.9–12.2d) and using techniques such as metaphor, simile, and analogy (WHST.11–12.2d); conveying a style (WHST.9–12.2d) and knowledgeable stance (WHST.11–12.2d) that responds to the discipline; and attending to the norms and conventions of the discipline WHST.9–10.2e)
- In ELA, writing narratives by setting out a problem, situation or observation (W.9–12.3a) and its significance (W.11–12.3a); establishing one or multiple point(s) of view and creating a smooth progression of experiences or events (W.9–12.3a); using multiple plot lines (W.9–12.3b); using a variety of techniques to sequence events so they build on one another to create a coherent whole (W.9–12.3c); and using language to convey a vivid picture of the experiences, events, setting, and/or characters (W.9–12.3d)
- In ELA and HST, focusing on addressing what is most significant for a specific purpose and audience (W/WHST.9–12.5)
- In ELA and HST, using technology to update individual or shared writing products (W/WHST.9–12.6) linking and displaying information flexibly and dynamically (W/WHST.9–10.6) and in response to ongoing feedback including new arguments and information (W/WHST.11–12.6)
- Across ELA and HST, writing a balance of texts to parallel the expectations of the NAEP at grade twelve: 40 percent of writing to persuade, 40 percent to explain, and 20 percent to convey experience

New to the CA ELD Standards, ELs in grades nine through twelve write literary and informational texts using appropriate register (ELD.PI.9–12.10a). They justify their opinions and persuade others by making connections and distinctions among ideas and texts and articulating sufficient and detailed evidence using appropriate register (ELD.PI.9–12.11a). They use a variety of grade-appropriate academic words and phrases, including persuasive language, when producing complex written

and spoken texts (ELD.PI.9–12.12a). English learners continue to express their views by using nuanced modal expressions (ELD.PI.9–12.11b) and knowledge of morphology to manipulate word forms (ELD.PI.9–12.12b).

All students, especially ELs, benefit from a focus on making choices about how to use language in their writing for clarity, precision, and variety, adapting their choices to be appropriate for the task, purpose, and audience. As do all students, ELs in high school work their way towards fluency and proficiency in English by becoming increasingly conscious about how and why they manipulate language. In other words, they deliberately employ complex language structures in order to synthesize ideas and information, communicate different levels of generality, and make logical relationships clear. Supporting ELs to develop this metalinguistic awareness, with which they become more conscious of how English works and deliberate about the language choices they make, enhances students' comprehension of texts and provides them with options for speaking and writing. It also conveys to students that grammar is not a set of rules but rather a resource for making meaning with an endless constellation of language choices that are available to them.

Writing is of crucial importance in college and career readiness. In the 2002 study *Academic Literacy: A Statement of Expected Competencies of Students Entering California's Public Colleges and Universities* (ICAS 2002), college faculty assert that incoming students must be able to demonstrate clear thinking through clear writing; writing is routinely assigned “to help students engage critically and thoughtfully in course readings, to demonstrate what students understand from lectures, to structure and guide their inquiry, to encourage independent thinking, and to invite students into the ongoing intellectual dialogue that characterizes higher education. Writing in college is designed to deepen and extend discourse in the pursuit of knowledge” (5). Echoing these views of writing, the *Framework for Success in Postsecondary Writing* states “[t]he ability to write well is basic to

student success in college and beyond. Students can become better writers when they have multiple opportunities to write in classes across the curriculum throughout their education—from elementary school through university” (CWPA, NCTE, and NWP 2011, 2).

Writing is important for all students, not only for those who are headed off to college immediately after graduation. For example, as part of the application process for the California Highway Patrol, candidates must take an exam that consists of both a multiple choice section that measures specific elements of writing, and an essay that is graded on a familiar six-point rubric; in other words, to become a member of the highway patrol, applicants must be able to write clearly (Gallagher 2011). The National Commission on Writing (2004) reports that “eighty percent or more

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of companies found in the service, insurance, and real estate sectors, the corporations with greatest growth potential, assess writing during hiring” (3). The conversation here is no longer about work preparedness but about career readiness, more specifically college and career readiness. The unified construct of college and career readiness—a goal of this *ELA/ELD Framework*—shares a common set of knowledge and skills that enables students to be successful in postsecondary education and career pathways (Conley 2010). Writing well is essential preparation for both college and careers.

The *Framework for Success in Postsecondary Writing* outlines two critical components: (1) the habits of mind, or ways of approaching learning, that support students’ success; and (2) experiences with writing, reading, and critical analysis that contribute to habits of mind and that are crucial to success in college. See figure 7.8.

Figure 7.8. Components of the Framework for Success in Postsecondary Writing

Habits of Mind	Experiences with Writing, Reading, and Critical Analysis
<ul style="list-style-type: none"> • Curiosity – the desire to know more about the world • Openness – the willingness to consider new ways of being and thinking in the world • Engagement – a sense of investment and involvement in learning • Creativity – the ability to use novel approaches for generating, investigating, and representing ideas • Persistence – the ability to sustain interest in and attention to short- and long-term projects • Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others • Flexibility – the ability to adapt to situations, expectations, or demands • Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge 	<ul style="list-style-type: none"> • Rhetorical knowledge – the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts • Critical thinking – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research • Writing processes – multiple strategies to approach and undertake writing and research • Knowledge of conventions – the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing • Ability to compose in multiple environments – from traditional pen and paper to electronic technologies
<p>Source Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project. 2011. <i>Framework for Success in Postsecondary Writing</i>.</p>	

Throughout high school students should engage in writing in every course and receive writing instruction that strengthens their ability to generate ideas for writing based on their reading, observations, and personal experiences. Cross-curricular writing tasks require students to analyze, synthesize, and conduct research to build and present knowledge. Furthermore, students learn how to critically view their own writing, to strengthen the focus or controlling idea, to improve support and organization, and to edit or proofread text for correctness for logical progression and connection of ideas, syntax, grammar, punctuation, and spelling. Writing is modeled and taught but

is not formulaic; rather, teachers guide students to write to fulfill purposes, address audiences and respond to contexts. Teachers, specialists, and other school staff collaborate to plan long-term writing assignments and expectations within courses and departments and across disciplines in specific grade levels. Expectations for writing need not be the same in each setting, but understandings should be

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established and well known. These include types of formal and informal writing assignments, formatting conventions, tools for providing feedback, and more.

Writing and reading should be consistently integrated. The ICAS statement (2002) underscores this premise, “No one disputes the connections between reading and writing. We know that good writers are most likely careful readers—and that most academic writing is a response to reading” (15). To describe the process of evaluating what writers say in light of how they say it, Bean, Chappell, and Gillam (2014, 3) use the term reading rhetorically. “To read rhetorically is 1) to read with attention to how your

purposes for reading may or may not match an author’s purposes for writing and 2) to recognize the methods that authors use to try to accomplish their purposes.” For students to be able to write for specific purposes and audiences (W.11–12.1f), many maintain they need to be able first to perceive the rhetorical moves that professional writers make. As students “analyze not just *what* the texts say but *how* they say it” (3), they establish the basis for their own writing—translating their analysis into a well-reasoned stance and finally into a convincing argument.

According to Aristotle *rhetoric* is “the art of finding the available means of persuasion in a given situation.” Bean, Chappell, and Gillam state “[b]y rhetorical, we mean ‘related to an intended effect’” (9). What is it that the author intends the reader to believe? What effect does the author intend to have on his or her audience? The *Framework for Success in Postsecondary Writing* defines rhetorical knowledge generally as “the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts.” (See figure 7.6.) Argument is a key feature of the CA CCSS for ELA/Literacy (and the CA ELD Standards) and was initially defined in Appendix A (NGA/CCSSO 2010a) as distinct from persuasion. However, this *ELA/ELD Framework* takes the view that persuasion and argument cannot be so easily separated and that the element of persuasion always exists, even within the driest and densest of academic tomes. Lunsford, and others (2013, 284) state “[w]hile every argument appeals to audiences in a wide variety of ways, it is often convenient to lump such appeals into three basic kinds: *emotional* appeals (to the heart), *ethical* appeals (about credibility or character), and *logical* appeals (to the mind).” Aristotle defines these three rhetorical appeals as *ethos*, the presentation of the character and authority of the speaker; *logos*, the use of words and arguments; and *pathos*, the appeal to the emotions of the audience. Argumentative reading and writing have many theoretical bases (Newell, and others 2011) and forms, such as Toulmin (familiar to many who teach Advanced Placement Language) that includes claims, grounds or data, warrants, backing, conditions of rebuttal, and qualifier (Toulmin 1964). The three text types for writing enumerated in the CA CCSS for ELA/Literacy—argument, informative/explanatory, and narrative—are all informed by these and other notions of argument and rhetoric. All support students’ success in writing.

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Being literate in the 21st century extends beyond being able to synthesize and read text to include a wide variety of media—such as video, audio, and still images. As students transition to and progress through high school, they need increased exposure and opportunity to master multimedia tools.

Opportunities to discuss the author's craft as well as to read exemplary texts, including multimedia and multimodal (e.g., painting, billboard) formats, contribute to students' development as effective writers. Sharing a variety of high-quality literary and informational texts, including digitized texts, and modeling the writing of arguments, informative/explanatory texts, narratives, and research reports occur regularly. Being literate in the 21st century extends beyond being able to synthesize and read text to include a wide variety of media—such as video, audio, and still images. As students transition to and progress through high school, they need increased exposure and opportunity to master multimedia tools. Web 2.0 tools can offer challenges to motivate students to participate and share their writing. Online writing communities offer students opportunities to explore and establish supportive peer groups, allowing

them to match their talents with others with similar interests and abilities (Olthouse and Miller 2012). Teachers can match appropriate web-based writing tools to their students' unique interests and needs.

Discussing

Collaborative discussions at all grade levels are a focus of both the CA CCSS for ELA/Literacy and the CA ELD Standards. Collaborative conversations between and among students and teachers are integral to students' content learning and language development. In high school, every classroom includes *daily* collaborative discussions in which all students engage in extended discourse about content rich topics. By the end of grade eight, students participated in collegial discussions setting goals and deadlines, tracking their progress, and defining roles as needed (SL.6–8.1b). Students posed questions during discussions that elicited elaboration, connected the ideas of several speakers, and responded to others' questions with relevant observations, ideas, and evidence (SL.6–8.1c); they also acknowledged new information expressed by others and modified their own views when warranted (SL.6–8.1d). Students interpreted information presented in diverse formats; analyzed main ideas and supporting details; explained how the ideas contributed to and clarified a topic, text, or issue; and evaluated motives behind presentations (SL.6–8.2).

Students also delineated a speaker's argument and specific claims with increasing sophistication at each grade (SL.6–8.3).

In high school, students enlarge on these skills by initiating and participating effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly and persuasively. New to the grades nine through twelve span are the following:

- Referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas (SL.9–12.1a)
- Working with peers to set rules for collegial discussions (informal consensus, taking votes, and presenting alternate views) (SL.9–10.1b); promoting civil, democratic discussions and decision-making (SL.11–12.1b)

Collaborative conversations between and among students and teachers are integral to students' content learning and language development. In high school, every classroom includes daily collaborative discussions in which all students engage in extended discourse about content rich topics.

- Propelling conversations by posing and responding to questions (SL.9–12.1c) that relate the discussion to broader themes; actively incorporating others into the discussion (SL.9–10.1c); ensuring a hearing for a full range of positions; and promoting divergent and creative perspectives (SL.11–12.1c)
- Responding thoughtfully to diverse perspectives (SL.9–12.1d); summarizing points of agreement and disagreement; making new connections in light of evidence and reasoning presented (SL.9–10.1d); synthesizing comments, claims, and evidence on all sides of an issue; resolving contradictions; determining what additional information or research is required to deepen the investigation or complete the task (SL.11–12.1d)
- Integrating multiple sources of information presented in diverse media or formats; evaluating the credibility and accuracy of each source (SL.9–12.2); and noting any discrepancies among the data (SL.11–12.2)
- Evaluating a speaker’s point of view, reasoning, and use of evidence and rhetoric (SL.9–12.3); identifying fallacious reasoning or exaggerated or distorted evidence (SL.9–10.3); and assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (SL.11–12.3)

The CA ELD Standards amplify this focus on discussion and collaborative conversations—about content and about language—throughout both Parts I and II. In grades nine through twelve, ELs are expected to interact in meaningful ways by sustaining discussions on a variety of age and grade-

The CA ELD Standards amplify this focus on discussion and collaborative conversations—about content and about language—throughout both Parts I and II.

appropriate academic topics (ELD.PI.9–12.1); collaborating with peers in a variety of extended written exchanges and grade-appropriate writing projects (ELD.PI.9–12.2); negotiating with and persuading others using appropriate registers (ELD.PI.9–12.3); and adapting language choices according to the task, context, purpose, and audience (ELD.PI.9–12.4).

Rich and engaged classroom discussion is well-supported by research (Reznitskaya, and others 2001; Applebee, and others 2003; Murphy, and others 2009; Lawrence and Snow 2011), but it remains rare in classrooms. Traditional

classroom discourse patterns, such as I-R-E/F (teacher initiation-student response-teacher evaluation/feedback) (Mehan 1979; Cazden 2001), limit student contributions to *correct* or expected answers and also limit the number of students who participate. Student-led, small-group discussions increase the amount of student participation but do not always result in the deep discussions that teachers expect (Adler and Rougle 2005). Dialogic instruction or discourse is promoted as an approach that deepens students’ thinking, builds on ideas expressed, and explores multiple perspectives (Nystrand 1997; Langer 1995/2010). Figure 7.9 provides an overview of dialogic instruction.

Figure 7.9. Overview of Dialogic Instruction

Overview of Dialogic Instruction	
Chief characteristics	Multidirectional talk; questions used to explore issues or ideas
Primary benefit(s)	<ul style="list-style-type: none"> • Depth—A few topics opened to students for analysis via multiple perspectives • Higher achievement in literacy tasks (Nystrand 1997)
Primary drawback	Time; students need instruction in technique
Purposes for use	<ul style="list-style-type: none"> • To support thinking with evidence • To build a reasoned understanding of a topic • To consider alternative viewpoints concurrently • To develop speaking and listening abilities
Teacher role(s)	Supporter of student thinking and facilitator of learning
Appropriate student role	Listens, responds, and asks questions of peers and the teacher; considers multiple points of view
Source Adler, Mary, and Eija Rougle. 2005. <i>Building Literacy Through Classroom Discussion: Research-Based Strategies for Developing Critical Readers and Thoughtful Writers in Middle School</i> , 27. New York: Scholastic.	

To promote meaningful dialogue, the teacher acts as a skilled facilitator by posing open-ended questions, acknowledging students' contributions, probing for deeper thinking, building on students' responses, asking for evidence, clarifying or explaining, staying silent, and more. Adler and Rougle (2005, 108) describe three levels on which teachers operate at any one time during discussions:

. . . first, helping participants to learn appropriate ways to discuss, listen, and participate; second, developing student understandings about the text in deeper ways; and third, guiding the conversation so that comments build upon one another and collectively produce deeper thinking than any one individual could on his or her own.

To promote meaningful dialogue, the teacher acts as a skilled facilitator by posing open-ended questions, acknowledging students' contributions, probing for deeper thinking, building on students' responses, asking for evidence, clarifying or explaining, staying silent, and more.

Although the teacher orchestrates discussion as it occurs, planning is still an essential element of a successful discussion. Rereading the text, identifying crucial ideas or themes, considering language features for attention, and crafting open-ended, text-dependent questions are all steps in planning a meaningful discussion. Teachers also plan for students to participate in a range of collaborative discussions over the course of a week or unit, including discussions that are not teacher-led. Students who experience effective discussions and who are guided to reflect on their salient features, however, are better positioned to translate those experiences into successful student-led discussions.

Engaging students in meaningful discussions about text and content is a critical skill for all students, but particularly for ELs and students experiencing difficulty with reading.

Engaging in conversations with peers allows students to clarify their understandings of challenging readings and content and begin to articulate their own ideas about their interpretations. For some ELs developing oral proficiency, particularly for ELs at the Emerging level of English language proficiency, these discussions also offer a safer environment to practice their speaking skills that may prove less daunting than talking in front of the whole class.

Particularly in high school when students tend to have a very social orientation, discussions can engage students to interact meaningfully with challenging content and texts because they are interested in the social meaning making process. For many students who struggle with understanding a text, the opportunity to engage in collaborative discussion is a way for them to learn more about the text than they would by simply reading it independently. Engaging in conversations with peers allows students to clarify their understandings of challenging readings and content and begin to articulate their own ideas about their interpretations. For some ELs developing oral proficiency, particularly for ELs at the Emerging level of English language proficiency, these discussions also offer a safer environment to practice their speaking skills that may prove less daunting than talking in front of the whole class. Engaging students in a range of conversations with partners, small groups and whole class discussions

may require preparing ELs who are less fluent or confident in spoken English language to engage in structured practice using their primary language, if possible with a peer. During discussions about content and texts, ELs may *code switch* from their primary language to English when this supports their comprehension and expression. Teachers convey to ELs, and indeed to all students (e.g., students who speak African American English or Chicana/Chicano English) that code switching is normal and a useful linguistic practice. In addition, teachers support their students to become aware of how to deliberately make language choices that meet the expectations of different contexts (e.g., audience, topic, mode of communication).

Teachers support students to delve into and extend their content-rich conversations through planned scaffolding, where they structure the conversations in such a way that all students are able to fully participate, and through just-in-time scaffolding where they provide support to individual students as they are conversing. Examples of planned scaffolding include explicitly defining roles and responsibilities of students during their conversations (e.g., facilitator, scribe, time-keeper), establishing understandable routines for conversing (e.g., expert group jigsaw), and providing language frames for students to refer to during their conversations (e.g., "One piece of evidence that supports my idea is ____."). Not all conversations need to be highly structured, but planning ahead of time for how students will interact with one another is crucial. Regardless of the specific discussion strategy or structure, the qualities of rich discussion are shared. Lawrence and Snow (2011, 331) cite five such qualities:

- They start from worthy questions
- Students and teachers share both authority and participation rights
- Time for peer interaction is available
- An explicit goal for the discussion has been established
- Rules about appropriate contributions to the discussion are known to all participants

Teachers support students to delve into and extend their content-rich conversations through planned scaffolding, where they structure the conversations in such a way that all students are able to fully participate, and through just-in-time scaffolding where they provide support to individual students as they are conversing.

Learning to facilitate and participate in rich and meaningful discussions takes time for both teachers and students; the qualities previously cited provide useful signposts in that process.

Presenting

In grades nine through twelve, students are expected to develop and deliver increasingly sophisticated presentations on complex and varied topics, with attention to meaning and forms of language.

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By the end of grade eight, students had learned to plan and present claims and findings in a variety of genres, including argument, informative/explanatory, response to literature, and summaries, including elements appropriate to each. In their presentations they emphasized salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. They used precise language and domain-specific vocabulary, using words and

phrases to create cohesion, and using narrative techniques such as dialogue and sensory language. They also used appropriate nonverbal elements, including eye contact, adequate volume, and clear pronunciation (SL.6–8.4). They integrated multimedia and visual displays into their presentations to clarify information, strengthen claims and evidence, and add interest (SL.6–8.5). They demonstrated a command of formal English when appropriate (SL.6–8.6).

Students in grades nine through twelve continue to plan and deliver presentations in a variety of genres, including argument, narrative, response to literature presentations (SL.9–12.4), informative/explanatory (SL.9–10.4a), and historical investigation (SL.11–12.4). They now plan, memorize, and present a recitation (SL.9–10.4b) and plan and deliver a reflective narrative (SL.11–12.4a). They also continue to adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate (SL.9–12.6). New to the span are the following more sophisticated presentation skills:

- Supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning (SL.9–12.4)
- Ensuring the organization, development, substance, and style are appropriate to the purpose, audience, and a range of formal and informal tasks (SL.9–12.4)
- Conveying a clear and distinct perspective and a logical argument and addressing alternative or opposing perspectives (SL.11–12.4)
- Including elements in each presentation appropriate to the genre, including evidence in support of a thesis (SL.9–10.4a) and use of varied syntax to link major sections of the presentation (SL.11–12.4b)
- Making strategic use of digital media to enhance understanding of findings, reasoning, and evidence, and to add interest (SL.9–12.5)

English Learners in grades nine through twelve now plan and deliver a variety of oral presentations and reports on grade-appropriate topics, with appropriate levels of scaffolding, dependent upon their English language proficiency (among other things) provided by their teachers.

The CA ELD Standards also expect ELs to make presentations. English Learners in grades nine through twelve now plan and deliver a variety of oral presentations and reports on grade-appropriate topics, with appropriate levels of scaffolding, dependent upon their English language proficiency (among other things) provided by their teachers. With appropriate support, ELs learn to express

Students have many opportunities to present information and ideas to their peers and other audiences during the high school grades. While speaking and listening standards are not specified in the literacy standards for history/social studies, science, and technical subjects, students are expected to deliver presentations across content areas in high school, and students engage in projects incorporating reading, writing, listening, and speaking across disciplines.

complex and abstract ideas that are well supported by evidence and reasoning and to use an appropriate level of formality and understanding of register (ELD.PI.9–12.9).

Students have many opportunities to present information and ideas to their peers and other audiences during the high school grades. While speaking and listening standards are not specified in the literacy standards for history/social studies, science, and technical subjects, students are expected to deliver presentations across content areas in high school, and students engage in projects incorporating reading, writing, listening, and speaking across disciplines. High school students also employ technology appropriately and effectively. Creative opportunities for using technology to present information and ideas are many, and high school students are particularly adept at discovering new ways to do so. See chapter 10 and the section on presenting in chapter 6 in this *ELA/ELD Framework* for more information on technology use.

Using Language Conventions

Contributing to effective expression is students' command over language conventions, such as grammar and usage in writing and speaking and capitalization, punctuation, and spelling in writing. By the end of grade eight, students have come to understand the function of phrases, clauses (L.7.1a), and verbals (L.8.1a) in general and in particular sentences. They have learned to use pronouns (L.6.1b-d), various sentence structures (L.7.1b-c), and verbs in active and passive voice and various moods (L.8.1b-d). Students have learned the use of capitalization; specialized punctuation to set off nonrestrictive and parenthetical elements (L.6.2a), separate coordinate adjectives (L.7.2a), and indicate a pause or break (L.8.2a); and correct spelling (L.6–8.2b) in writing. Students have also gained knowledge of the use of varied sentence patterns (L.6.3a); consistency in style and tone (L.6.3b); language that expresses ideas precisely and concisely, eliminating wordiness and redundancy (L.7.3a); and verbs in different voices and moods (L.8.3a) in writing, speaking, reading, and listening. The command of standard English conventions and knowledge of English have grown as the result of rich reading, writing, and language opportunities in which students have had repeated exposures, contextualized practice, and meaningful language use.

Contributing to effective expression is students' command over language conventions, such as grammar and usage in writing and speaking and capitalization, punctuation, and spelling in writing.

The Language strand is designed so that skills learned in earlier grades serve as a base for those learned in later grades. Since language is continually developing, the CA CCSS for ELA/Literacy identify some skills first specified in the elementary and middle grades that may need continued attention through the later grades. See figure 7.10.

Figure 7.10. Language Standards That May Need Continued Attention Through High School

- L.3.1f.** Ensure subject-verb and pronoun-antecedent agreement.
- L.3.3a.** Choose words and phrases for effect.
- L.4.1f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g.** Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).
- L.4.3b.** Choose punctuation for effect.
- L.5.1d.** Recognize and correct inappropriate shifts in verb tense.
- L.6.1c.** Recognize and correct inappropriate shifts in pronoun number and person.
- L.6.1d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.1e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.3a.** Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b.** Maintain consistency in style and tone.
- L.7.1c.** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.3a.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.8.1d.** Recognize and correct inappropriate shifts in verb voice and mood.
- L.9–10.1a.** Use parallel structure.

Language standards new to the grade span are specified in the grade-level sections.

All students need to be taught certain elements of standard English conventions since conversational or everyday spoken and written English do not necessarily use these features. In addition, students who speak a nonstandard variety of English may not be familiar with how to use certain elements of spoken standard English grammar (see chapter 9 of this *ELA/ELD Framework* for more details). Students who are ELs, especially at the early proficiency levels, need to learn elements of English grammar that native English speakers (including nonstandard English speakers) typically know. Examples include basic verb tenses and aspects (such as present perfect and past progressive) and the order of grammatical constituents such as subjects, verbs, objects, adverbials, and prepositional phrases in

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sentences. Thus, ELs need *additional, differentiated instruction* in the English language conventions, integrated into ELA and other content-area instruction as integrated ELD and also provided as designated ELD. Students who are deaf and use American Sign Language also need to learn written English grammar as a new language. They must do so through visual means as they do not have access to spoken English grammar (see chapter 9 of this *ELA/ELD Framework* for details).

Part II of the CA ELD Standards, “Learning About How English Works,” focuses on the many linguistic resources, including grammatical features, available to ELs to make meaning. Students apply their knowledge of language resources by using nominalization, paraphrasing, and summaries to reference or recap an idea or explanation provided earlier (ELD.PII.9–12.2a). They continue to link ideas in a text using connecting and transitional words and phrases (ELD.PII.9–12.2b); ELs also continue to develop their use of verb phrases, noun phrases, and adverbials for detailed and precise expression (ELD.PII.9–12, Standards 3–5) and learn to connect and condense ideas using clauses and sentence structures appropriate to academic topics (ELD.PII.9–12, Standards 6–7). While teachers support their ELs to develop the conventions of standard English, they consciously ensure that they do not overcorrect every grammatical error their students make as they explore increasingly complex uses of English and also that they do not convey negative messages about the *imperfect* language ELs use as they develop English as an additional language. Similarly, teachers do not convey negative messages about different varieties of English their other culturally and linguistically diverse students (e.g., African American English, Chicana/Chicano English) use inside and outside of school. The goal for teachers is to take an additive approach to language development. That is, teachers are responsible for ensuring that the language or variety of English that each of their students brings to school is valid in its own right and that students can add standard English—and academic uses of English—to their linguistic repertoires.

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For all students, conventions are taught in the context of meaningful communication. In the *Framework for Success in Postsecondary Writing* teachers are advised to “help students develop knowledge of conventions by providing opportunities and guidance for students to write, read, and analyze a variety of texts from various disciplines and perspectives in order to

- Investigate the logic and implications of different conventions
- Practice different conventions and analyze expectations for and effects on different audiences
- Practice editing and proofreading one’s own writing and explore the implications of editing choices . . .” (2011, 9)

Students can explore the use of conventions and their impact by

- Comparing different types of text, such as poetry, drama, speeches, narratives, arguments, and informative/explanatory texts
- Comparing texts in different registers (i.e., for different purposes and audiences), such as formal speeches, literature, and articles versus texting, spoken word poetry, and blogging
- Analyzing texts written in different time periods
- Analyzing written texts in which the author represents nonstandard varieties of spoken English (e.g., John Steinbeck’s *The Grapes of Wrath*, Zora Neale Hurston’s *Their Eyes Were Watching God*)

As students write purposefully, interpret what they read, discuss their interpretations, analyze language, and formally present their ideas, they keep in mind the effects of conventions and work to apply the conventions appropriate for their purposes and audiences.

Content Knowledge

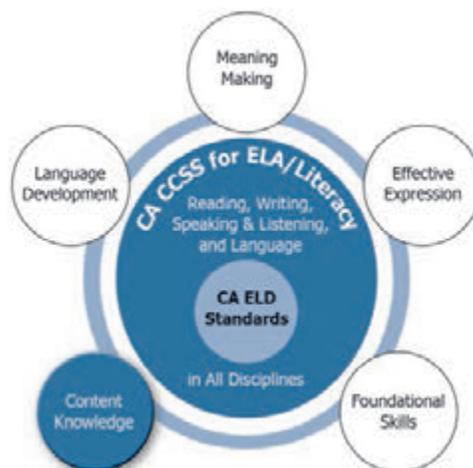
Content knowledge is increasingly important in high school. As students prepare for college and careers, their course-taking advances them in the disciplines and becomes more specialized. Literacy is an ever more essential tool for learning in every content area and for preparing for postsecondary futures. The literacy standards at grades nine through twelve make clear the value of both content and literacy. Previous chapters discussed the powerful relationship between content knowledge and literacy and language development highlighting the following points:

- Content areas should be given adequate time in the curricula so that all students have access to content instruction.
- Literacy and language instruction should occur across the curricula (complementing and contributing to content instruction, not replacing inquiry and other content approaches) based on the CA CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects and the CA ELD Standards. Understandings of disciplinary literacy guide how teachers approach literacy in their particular disciplines or subjects.
- In English language arts classrooms, students should read and study a variety of classic and contemporary literature (e.g., novels, short stories, graphic texts, drama, poetry), literary nonfiction (e.g., memoirs, biographies, personal essays), and nonfiction (e.g., exposition, argument, functional text, technical accounts, journalism).
- In content classrooms, students should read and study texts that are important to the discipline (e.g., textbooks, primary and secondary sources in history, technical texts in science and other subjects), as well as appropriate literature.
- All students should have opportunities to read widely (as an organized part of the curricula and independently) and have access to a variety of print and digital texts in the classroom and school library.

In this section, four areas supporting content knowledge are highlighted: understanding disciplinary literacy, engaging with literature and informational text in English language arts and other content areas, engaging with research, and planning for wide reading.

Understanding Disciplinary Literacy

Disciplinary literacy (Moje 2007, 2011; Shanahan and Shanahan 2008) refers to the particular ways in which content areas or disciplines (history/social studies, mathematics, science and engineering, arts, physical education, health, and world languages) use language and literacy (reading, writing, speaking, and listening) to engage with content knowledge and communicate as members of discourse communities (e.g., scientists, historians). Fang, Schleppegrell, and Moore (2013, 1) argue that “learning in the content areas is best conceived of as learning specialized ways of making



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meaning within the disciplines. . . . Each discipline has its own culture and ways of reading, writing, speaking, thinking, and reasoning.” They continue by describing features of advanced literacy within four disciplines (figure 7.11).

Figure 7.11. Advanced Literacy in Four Disciplines

[S]cientists construct theoretical explanations of the physical world through investigations that describe, model, predict, and control natural phenomena (Yore et al 2004). The task of . . . **historian[s]**, on the other hand, is interpretive, investigating events in the past in order to better understand the present by reading documents and examining evidence, looking for corroboration across sources, and carefully thinking about the human motivations and embedded attitudes and judgments in the artifacts examined (Wineburg 2001). **Mathematicians** see themselves as problem-solvers or pattern-finders who prize precision and logic when working through a problem or seeking proofs for mathematical axioms, lemmas, corollaries, or theorems (Adams 2003). **Language arts** experts attach great significance to the capacity for creating, responding to, and evaluating texts of various kinds (Christie & Derewianka 2008). These varied ways of meaning-making call on particular ways of using spoken and written language as well as a range of multimodal representations (Coffin & Derewianka 2009; O’Halloran 2005; Unsworth 2008).

Source

Fang, Zihui, Mary J. Schleppegrell, and Jason Moore. 2013. “The Linguistic Challenges of Learning Across Disciplines.” In *Handbook of Language and Literacy: Development and Disorders*, 2nd ed., edited by C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, and Geraldine P. Wallach, 1–2. New York: Guilford Press.

From this perspective, speakers and writers make deliberate choices about how they use particular language resources and how they organize their spoken or written texts (e.g., speeches, debates, arguments, stories). These choices depend on the discipline in which they are being produced, among other things. Proficient users of language in particular disciplines make language choices (sometimes unconsciously) about precise vocabulary, about how they shape sentences and paragraphs, and about how they connect ideas throughout an entire text so that it is cohesive in ways that meet the expectations of their audiences. These expectations are determined by the nature of the

A major task for teachers is to support all students to understand how to shift registers and make informed language choices that meet the expectations of different disciplinary contexts.

communicative activity (e.g., talking with someone casually about a movie, persuading someone in a debate, or writing a science report); the nature of the relationship between the language users in the activity (e.g., friend-to-friend, expert-to-learner); the subject matter and topic (e.g., photosynthesis in science, the U.S. Civil War in history); and the medium through which the message is conveyed (e.g., a text message versus an essay). These *register* choices, as linguists have found, vary from discipline to discipline and from situation from situation. (See chapter 2 of this *ELA/ELD Framework* for a discussion of register.) An argumentative text in history

shares some common features with arguments in literature or science, but there are many things that are different about arguments in each of these disciplines. A major task for teachers is to support all students to understand how to shift registers and make informed language choices that meet the expectations of different disciplinary contexts.

In *Reading for Understanding*, Schoenbach, Greenleaf, and Murphy (2012) discuss their approach to building knowledge while “increasing . . . [students’] confidence and competence as independent, critical readers and writers of academic texts” (234). They describe four overlapping types: knowledge

about content and the world, knowledge about texts, knowledge about language, and knowledge about disciplinary discourse and practices. Teachers using Reading Apprenticeship support or *apprentice* students in the ways disciplinary experts use literacy within their content areas. They consider the challenges and opportunities a text provides for the four types of knowledge and ask, “What will students know and need to know? How might their learning experiences be focused?” (2012, 251) Important disciplinary concepts and their literacy counterparts are represented in student goals for building knowledge. Students learn about the specific discipline and about themselves as readers and writers of literary forms; as readers and users of mathematics; as readers, users, and consumers of science; and as readers of and actors in history. See figure 7.12.

Figure 7.12. Student Goals for Building Knowledge of the Disciplines

Literature	Mathematics
<p>Literary genres: Use of diverse genres and subgenres to predict how ideas are organized</p> <p>Literary themes: Universal themes (e.g., good vs. evil, ideal vs. flawed behavior) and how to trace their development</p> <p>Literary structures: How different literary structures (e.g., plot, stanza, act) organize and contribute to meaning</p> <p>Literary commentary: How commentary (e.g., social, historical, economic, political, cultural) is incorporated or promoted, either transparently or through figuration (e.g., irony, allegory, and symbolism)</p> <p>Literary movements: How literary movements (e.g., transcendentalism, romanticism, realism, feminism) affect a piece of literature</p> <p>Narrative voice: Narrative voice (first-person, third-person, third-person omniscient, unreliable narrator) and authorial voice, including relationships between the author and narrator</p> <p>Language choices: Imagery, tone, dialogue, rhythm, and syntax to shape meaning</p> <p>Literary inquiry: Reference and interpretation within and across texts and experiences; others’ evidence-based inferences and interpretations</p> <p>Literary identity: Awareness of evolving identity as a reader and writer of literary forms</p>	<p>Conceptual categories: Different areas of math knowledge (e.g., number, algebra, functions, geometry, statistics and probability, modeling)</p> <p>Mathematical reasoning: Thinking interchangeably about a math problem in abstract and quantitative terms; monitoring of reasonableness of the relationship between the two</p> <p>Mathematical representation: Reading and representing with words, formulas, and symbols; reading and creating diagrams, tables, graphs, and flowcharts for mathematic purposes</p> <p>Mathematical language: Precise nature of language and its use for exact communication</p> <p>Problem identification: Identifying “the problem” in a math problem</p> <p>Problem solving: Conjectures and evaluation of alternative approaches; monitoring reasonableness of a solution approach</p> <p>Accuracy: Possibility of alternate approaches to a solution, but only one correct answer; checking that final solution makes sense and all computation is correct</p> <p>Pattern application: Structures, approaches, and patterns that can apply to the solution of new problems</p> <p>Mathematical identity: Awareness of evolving identity as a reader and user of mathematics</p>

Science	History
<p>Scientific documents: Diverse documents (e.g., reports, data tables and graphs, illustrations and other visuals, equations, textbooks, models)</p> <p>Scientific text: Predictable structures (e.g., classification and definition, structure and function, process and interaction, claim and evidence, procedure); visuals and numerical representations; text often tightly packed with new terms/ideas; frequent use of passive voice and complex sentence constructions</p> <p>Scientific language: Familiar terms used in unfamiliar ways; precise use of names and labels for processes and structures</p> <p>Scientific sourcing: Evaluating authority or reliability of document, set of data, or piece of evidence</p> <p>Scientific inquiry: Cycles of questioning, observing, explaining, and evaluating; reading and describing investigations</p> <p>Scientific evidence: Claims supported by carefully collected, evaluated, and reported evidence so others can judge its value</p> <p>Scientific explanation: Writing to make claims about observations and defending with evidence</p> <p>Scientific corroboration: Corroborating findings to find out how likely they are to be true</p> <p>Scientific understanding: Moving forward with best evidence and information, even if proved incomplete or wrong in future</p> <p>Conceptual change: Deciding whether compelling evidence changes understanding of the natural world</p> <p>Scientific identity: Awareness of evolving identity as a reader, user, and consumer of science</p>	<p>Historical documents and artifacts: Identification and use of diverse types</p> <p>Primary and secondary sources: Differences between primary and secondary sources</p> <p>Document sourcing: Evaluating credibility and point of view by identifying who wrote a document or account, when, why, and for what audience</p> <p>Document corroboration: Comparison of documents or accounts for evidence that what is written is credible and other points of view of perspectives</p> <p>Chronological thinking: Ordering events and assessing their duration and relationships in time</p> <p>Historical schema: Particular times and places and how they differ (e.g., geography, people, customs, values, religions, beliefs, languages, technologies, roles of men, women, children, minority groups)</p> <p>Historical contextualization: What it was like in times and places that one cannot personally experience</p> <p>Historical cause and effect: Identification of historical relationships and impacts</p> <p>Historical record and interpretation: Combination of what can be observed, how it is observed, what can be interpreted, and how it is interpreted</p> <p>Historical identity: Awareness of evolving identity as a reader of and actor in history</p>
<p>Source Adapted from Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. 2012. <i>Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms</i>, 2nd ed., 275, 276, 278, 280, and 283. San Francisco, CA: Jossey-Bass.</p>	

As stated in previous chapters, the relationship among English language arts and literacy, English language development, and the content areas or disciplines is one of interdependence. Content knowledge grows from students' knowledge of language and ability to use vocabulary, grammatical structures, and discourse practices to accomplish their disciplinary goals; just as literacy and language proficiency grow from increased content knowledge. All students are provided rich instruction, with appropriate pedagogy, in the content areas. Those needing additional support in language or literacy development should not miss opportunities to participate in content area courses. In other words, additional assistance is provided at a time that does not prevent enrollment in content courses.

Literature is at the heart of the content of the English language arts curriculum, and its power and beauty should not be overshadowed by the discussions in this ELA/ELD Framework—although critically important—about literacy in the other disciplines.

Engaging with Literature and Informational Texts

Literature is at the heart of the content of the English language arts curriculum, and its power and beauty should not be overshadowed by the discussions in this *ELA/ELD Framework*—although critically important—about literacy in the other disciplines. Our collective humanity and wisdom rest in the words of writers past and present—writers who have created worlds into which adolescents gain admittance with the hope that the encounters will sharpen their minds and feed their spirits. The CA CCSS for ELA identify three categories of text within literature: stories, drama, and poetry. Within stories exist novels, short stories, and graphic texts, including the subgenres of adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and more. Drama includes the subgenres of one-act and multi-act plays in written form and on film. Poetry includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics. Literary nonfiction includes the subgenres of personal essays, speeches, opinion pieces, criticism, biographies, memoirs, and literary journalism. All of these forms include classical through contemporary works representing a broad range of literary periods and cultures.

When selecting literary texts—including literary nonfiction and nonfiction—teachers, teacher librarians, and school leaders consider the range of resources available to them. The appendix of

... teachers and others take into account the cultural and linguistic diversity of their students and choose texts that are appealing to their students for a variety of reasons, including texts by authors from similar cultural backgrounds or who address issues that are relevant for high school students, such as racism, poverty, gender identity, communities, immigration, and other topics that motivate adolescents approaching adulthood to engage with deep thinking, writing, and rich discussions.

this *ELA/ELD Framework*—"The Role of Literature in the Common Core State Standards" and "Book Resources for Teachers"—offers advice about teaching literature and numerous suggestions for locating high-quality books and texts. The curriculum modules offered by the Expository Reading and Writing Course developed by the California State University is another source. In addition, teachers and others take into account the cultural and linguistic diversity of their students and choose texts that are appealing to their students for a variety of reasons, including texts by authors from similar cultural backgrounds or who address issues that are relevant for high school students, such as racism, poverty, gender identity, communities, immigration, and other topics that motivate adolescents approaching adulthood to engage with deep thinking, writing, and rich discussions.

Maintaining the breadth and variety of literary and informational texts within and across grades is key; finding ways to incorporate nonfiction texts in units of study, including the creative pairing of literary and informational texts, is also important.

Literature and informational text—both literary nonfiction and nonfiction—comprise the content of what students in grades nine through twelve read, analyze, and talk and write about. Teacher teams, in collaboration with their schools and districts, need to identify the literature and informational texts for the curricula at each grade, as well as the opportunities for writing, discussing, presenting, researching, and language development based on the CA CCSS for ELA and the CA ELD Standards. Maintaining the breadth and variety of literary and informational texts within and across grades is key; finding ways to incorporate nonfiction texts in units of study, including the creative pairing of literary and informational texts, is also important. Teachers and

curriculum planners need to plan carefully and select instructional materials to meet the needs of all students and achieve the CA CCSS for ELA/Literacy.

Several text exemplars, organized by grade-level spans, can be found in Appendix B of the CCSS for ELA/Literacy (NGA/CCSSO 2010b). The following examples of literary texts that illustrate the complexity, quality, and range of literature in grades nine through twelve:

- *The Grapes of Wrath* by John Steinbeck
- *The Metamorphosis* by Franz Kafka
- *A Doll's House* by Henrik Ibsen
- *The Tragedy of Macbeth* by William Shakespeare
- *The Raven* by Edgar Allan Poe
- *The Bluest Eye* by Toni Morrison
- *Death and the King's Horseman: A Play* by Soyinka Wole
- "On Being Brought From Africa to America" by Phyllis Wheatley

Although the following reading standards have been discussed in the section on meaning making, the standards represent content unique to literature new to grades nine through twelve:

- Analyzing how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme (RL.9–10.3); analyzing the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed) (RL.11–12.3)
- Analyzing the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone) (RL.9–10.4); analyzing words with multiple meanings or language that is particularly fresh, engaging, or beautiful (including Shakespeare as well as other authors) (RL.11–12.4)
- Analyzing how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise (RL.9–10.5); analyzing how an author's choices concerning how to structure a text (e.g., where to begin or end a story, whether to provide comedic or tragic resolution) contribute to its overall structure and meaning and aesthetic impact (RL.11–12.5)

- Analyzing a particular point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature (RL.9–10.6); analyzing a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) (RL.11–12.6)
- Analyzing the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*) (RL.9–10.7); analyzing multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (include at least one play by Shakespeare and one play by an American dramatist) (RL.11–12.7)
- Demonstrating knowledge of eighteenth-, nineteenth- and early-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (RL.11–12.9)

Informational text occupies a prominent space in grades nine through twelve both within English language arts and in all other content areas. According to the reading framework of the NAEP and the CA CCSS for ELA/Literacy, 70 percent of the texts that students should read and study across all disciplines and courses by grade twelve should be informational, and 30 percent should be literary. In English language arts students read both literary and informational texts. In fact, the reading standards for informational text specify that students analyze seminal U.S. documents of historical and literary significance in grades nine and ten (RI.9–10.9), such as the following:

- Washington’s Farewell Address
- Gettysburg Address
- Roosevelt’s Four Freedoms Speech
- King’s “Letter from Birmingham Jail”

Additionally, students should analyze foundational U.S. documents in grades eleven and twelve (RI.11–12.9), including the following:

- Declaration of Independence
- Preamble to the Constitution
- Bill of Rights
- Lincoln’s Second Inaugural Address

Critically important in each content area is that students actually read and learn from the texts designated for the subject and grade. Too often information is presented orally or read aloud to content classes because of a concern for students’ ability to successfully read the text and interact with its ideas in speaking and writing. The suggestions provided in the meaning making, language development, and effective expression sections of this *ELA/ELD Framework* are designed to support teachers to help their students achieve proficiency in literacy and language across all subject areas. For students to progress toward readiness for college, careers, and civic life, reading and communicating effectively in all content areas is essential.

Informational text occupies a prominent space in grades nine through twelve both within English language arts and in all other content areas. . . . Critically important in each content area is that students actually read and learn from the texts designated for the subject and grade.

The CA CCSS for Literacy in History/Social Studies, Science, and Technical Subjects are meant to complement the specific content demands of the disciplines and help students grapple with the texts they encounter. The reading standards for literacy in history/social studies, for example, expect students to cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information (RH.9–10.1); analyze in detail a series of events described in a text and determine whether earlier events caused later ones or simply preceded them (RH.9–10.3); and evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain (RH.11–12.3).

The reading standards for literacy in science and technical subjects expect students to follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text (RST.9–10.3) and analyzing results based on explanations in the text (RST.11–12.3); determine the meaning of symbols, key terms, and other domain-specific words and phrases (RST.9–12.4); evaluate hypotheses, data, analysis, and conclusions in a text, verifying data and challenging conclusions with other sources (RST.11–12.8); and synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept (RST.11–12.9). See the section on meaning making in this chapter for more detail on the standards for reading informational text new to grades nine through twelve.

Literary and informational text can be paired in units within English language arts courses or across courses such as English language arts and science or English language arts and history/social studies.

Literary text need not be limited to English language arts. Students in history class can be exposed to a wealth of supportive readings such as biographies, essays, plays, films, and novels, which deepen understanding of key historical narratives, ideas, periods, events, and influential actors. Science teachers can help students deepen their understanding and interest in how the world works by providing students opportunities to read stories, biographies, and readings that show how specific scientific breakthroughs occurred (e.g., works on Darwin and Marie Curie, and books such as *The Disappearing Spoon: And Other True Tales of Madness, Love, and the History of the World from the Periodic Table of the Elements* by Sam Kean). Excerpts of full-length literary works may be a good strategy for introducing textual variety to content classrooms as well. Literary and informational text can be paired in units within English language arts courses or across courses such as English language arts and science or English language arts and history/social studies. An example of paired readings follows in figure 7.13.

Figure 7.13. Samples of Paired Literary and Informational Texts

Typical Grades	Course Focus	Literary Texts	Related Nonfiction and Informational Texts
9–10	Introduction to Literature	Baca, Jimmy Santiago. 1990. <i>Immigrants in Our Own Land and Selected Early Poems</i> . New York: New Directions Books.	Nevins, Joseph and Mizue Azeiki. 2008. <i>Dying to Live: A Story of U.S. Immigration in an Age of Global Apartheid</i> . San Francisco: City Lights Publishers.
		Lahiri, Jhumpa. 2008. <i>Unaccustomed Earth</i> . New York: Knopf. (Short Stories)	Gottschall, Jonathan. April 29, 2012. "Why Fiction Is Good for You." <i>Boston Globe</i> .
		Lee, Harper. 1960/2010. <i>To Kill a Mockingbird</i> . New York: Hachette Book Group.	King, Martin Luther, Jr. 1963/1992. "Letter from Birmingham Jail: Why We Can't Wait." In <i>I Have a Dream: Writings and Speeches that Changed the World</i> , edited by James M Washington, 85–86. San Francisco: Harper Collins. Various Articles on the Scottsboro Trial. 1931–1937. <i>New York Times</i> .
		Shakespeare, William. 1595/1992. <i>The Tragedy of Romeo and Juliet</i> . Folger Shakespeare Library. New York: Washington Square Press/Simon & Schuster.	Stauffer, Donald. 1964. "The School of Love: Romeo and Juliet." In <i>Shakespeare The Tragedies: A Collection of Critical Essays (Twentieth Century Views)</i> , edited by Alfred Harbage. New York: Prentice Hall.
10–11	American Literature	Various poems by Anne Bradstreet, Emily Dickenson, and Adrienne Rich	Martin, Wendy. 1984. <i>An American Triptych: Anne Bradstreet, Emily Dickenson, Adrienne Rich</i> . Chapel Hill, NC: The University of North Carolina Press. (Excerpts)
		Fitzgerald, F. Scott. 1925/1996. <i>The Great Gatsby</i> , New York: Scribner/MacMillan Library/Simon & Shuster.	Way, Brian. 1980. <i>F. Scott Fitzgerald and the Art of Social Fiction</i> . New York: Palgrave/Macmillan. (Excerpts)

Typical Grades	Course Focus	Literary Texts	Related Nonfiction and Informational Texts
10–11 (cont.)		Cisneros, Sandra. 1984. <i>The House on Mango Street</i> . New York: Vintage Books/Knopf Doubleday.	Kevane, Bridget and Juanita Heredia, ed. 2000. <i>Latina Self-Portraits: Interviews with Contemporary Women Writers</i> . Albuquerque, NM: University of New Mexico Press. (Excerpts)
		Erdrich, Louise. 1988. <i>Tracks</i> . New York: Henry Holt and Company.	Brown, Dee. 1970. <i>Bury My Heart at Wounded Knee: An Indian History of the American West</i> . New York: Holt Rinehart Winston.
9–10	World Literature	Sophocles. 430 BC/1991. <i>Oedipus Rex</i> . New York: Dover Publications. Republication of <i>Oedipus Tyrannus</i> in Young, George. 1906. <i>The Dramas of Sophocles Rendered in English Verse Dramatic & Lyric</i> . London, UK: J. M Dent & Sons.	Freud, Sigmund. 1920/2013. <i>A General Introduction to Psychoanalysis</i> . London, UK: Forgotten Books. Translated from the original by G. Stanley Hall. New York: Boni and Liveright Publishers. (Excerpts)
		Dostoevsky, Fyodor. 1866/2001. <i>Crime and Punishment</i> . New York: Dover Publications. Republication of translation by Constance Garnett. 1914. London, UK: Heinemann.	Thiele, Leslie Paul. 1990. <i>Freiderich Nietzsche and the Politics of the Soul: A Study of Heroic Individualism</i> . Princeton, NJ: Princeton University Press. (Excerpts)
		Fugard, Athol. 1982. <i>Master Harold and the Boys</i> . New York: Vintage Books/Random House.	Lapping, Brian. 1987. <i>Apartheid: A History</i> . New York: George Braziller Inc.
		Achebe, Chinua. 1958/1994. <i>Things Fall Apart</i> . New York: Anchor Books/Random House.	Emenyonu, Ernest N., and Iniobong I. Uko, ed. 2004. <i>Emerging Perspectives on Chinua Achebe, Volume 2: ISINKA, the Artistic Purpose: Chinua Achebe and the Theory of African Literature</i> . Trenton, NJ: Africa World Press.

Typical Grades	Course Focus	Literary Texts	Related Nonfiction and Informational Texts
11–12	British Literature	Chaucer, Geoffrey. 1387–1400/2011. <i>The Canterbury Tales</i> . Oxford, UK: Oxford University Press.	McCrum, William Cran, and Robert MacNeil. 2002. “The Mother Tongue.” <i>The Story of English</i> , 3rd ed., 46–89. New York: Penguin Books.
		Austen, Jane. 1813/1995. <i>Pride and Prejudice</i> . New York: Dover Publications. or Bronte, Charlotte. 1847/1996. <i>Wuthering Heights</i> . New York: Dover Publications.	Woolf, Virginia. 1945. <i>A Room of One’s Own</i> . London, UK: Penguin Books.
		Orwell, George. 1949/1992. <i>1984</i> . New York: Knopf Doubleday Publishing.	Whittemore, Reed. 1977. “The Newspeak Generation.” <i>Harper’s Magazine</i> . February 1977: 16, 20, 24–25.

Three of the most common curricular structures for organizing literary study exemplify ways in which existing ELA curricula can effectively integrate nonfiction text.

- **Chronological Organization:** Common to courses such as American literature or British literature, this approach to the study of literature is driven by historical and literary sequence. The integration of literary nonfiction and informational text in these curricula includes examination of themes such as period background, political and religious texts, and explanations of changing content and style. The historical or survey nature of this form of literary study lends itself quite readily to increased integration of nonfiction text.
- **Thematic Organization:** This form of literary study affords ELA instructors many opportunities to introduce informational text and literary nonfiction. In a unit titled Search for Self, for example, students might read poetry by Langston Hughes, drama by Sophocles, and short fiction by Sandra Cisneros, all of which might be complemented with the reading of articles by the scientist Loren Eiseley, the psychologist Abraham Maslow, the philosopher Rene Descartes, or the theologian Thomas Aquinas. In a unit on Justice and Compassion, students might read the nonfiction works of Michael Josephson or Lawrence Kohlberg and Carol Gilligan while studying the drama and fiction of literary artists such as William Shakespeare, Chinua Achebe, and Harper Lee.
- **Organization by Genre:** This structure is typical in the early years of secondary literary study. Many grade-nine anthologies, for example, present poetry, short fiction, drama, and the novel as discrete forms with genre-specific terminology and reading strategies. One option would be to include a unit devoted exclusively to the study of nonfiction, one which focuses on rhetorical strategies and features such as tone, syntax, organization. Another option might involve an outside or independent reading component, one which would allow students to research and read nonfiction works of varying lengths that are in some way related to core literary texts.

For example, during a unit on *Romeo and Juliet*, students may choose to read about and then present on Elizabethan family structures, gender constructs during the English Renaissance, or 16th century ideas regarding fate and free will. During a unit on *The Great Gatsby*, students may choose to read articles or texts about 1920s fashion, politics, or economics.

As suggested earlier, teachers work collaboratively to plan curricula and select instructional materials. Interdisciplinary teams can play a particularly valuable role in implementing the CA CCSS for ELA/Literacy. Teams of teachers from different subject areas who instruct a common group of students plan together to select appropriate texts, create joint projects, plan lessons, and examine student performance. Working together these teams can identify students who need additional support and modify instruction, scheduling, and grouping as appropriate. For teachers, teams can provide a collaborative and supportive work group. For students, teams offer stable relationships with teachers and peers (Jackson and Davis 2000). Interdisciplinary teams can also cultivate meaningful and regular communication with families.

Research-Based Learning Techniques (Study Skills). Students in high school employ a variety of strategies to learn new material. Learning to prepare efficiently for quizzes, mid-terms, finals, and other forms of assessment is important so that students' efforts yield the best results. A team of cognitive and educational psychologists (Dunlosky, and others 2013) examined research studies for 10 learning techniques and rated their effectiveness in terms of low, moderate, and high utility. All of the techniques examined were ones that students could implement without assistance. The results of the research review identified practice testing and distributed practice as the most effective, and perhaps surprising to some students, highlighting and underlining as one of the least effective. See figure 7.14 for a list and description of the techniques and their ratings.

Figure 7.14. Effectiveness of Independent Learning Techniques

Technique	Description	Utility
1. Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true	Moderate
2. Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving	Moderate
3. Summarization	Writing summaries (of various lengths) of to-be-learned texts	Low
4. Highlighting/underlining	Marking potentially important portions of to-be-learned materials while reading	Low
5. Keyword mnemonic	Using keywords and mental imagery to associate verbal materials	Low
6. Imagery for text	Attempting to form mental images of text materials while reading or listening	Low
7. Rereading	Restudying text material again after an initial reading	Low
8. Practice testing	Self-testing or taking practice tests over to-be-learned material	High

Technique	Description	Utility
9. Distributed practice	Implementing a schedule of practice that spreads out study activities over time	High
10. Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session	Moderate
Source Dunlosky, John, Katherine A. Rawson, Elizabeth J. Marsh, Mitchell J. Nathan, and Daniel T. Willingham. 2013. "Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology." <i>Psychological Science in the Public Interest</i> 14 (1): 45.		

Techniques that were rated as high utility because they were generalizable across a range of materials (e.g., vocabulary, lecture content, science definitions diagrams); learning conditions (e.g., amount of practice, reading vs. listening, incidental vs. intentional learning); student characteristics (e.g., age, verbal ability, interests); and criterion tasks (e.g., cued recall, problem solving, essay writing, classroom quizzes). See the study for the full list of variables. Some techniques, such as summarization, represent standards that students are expected to learn. Although summarizing *to-be-learned-texts* may not be effective as a study technique, summarizing for different purposes is an important and valuable writing skill.

Engaging in Research

Opportunities to engage in research contribute to students' content knowledge. Teachers can use writing instruction to provide opportunities for students to conduct research to build and present knowledge (W.9–12, Standards 7–9). Teachers can also engage students in collaborative discussions about grade-level topics, texts, and issues (including research conducted by students) (SL.9–12.1). A brief overview of the CA CCSS for ELA/Literacy regarding research to build and present knowledge follows.

Opportunities to engage in research contribute to students' content knowledge. Teachers can use writing instruction to provide opportunities for students to conduct research to build and present knowledge.

Students left middle school able to conduct short research projects to answer a question (including a self-generated question) (W.8.7); gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and quote or paraphrase data and conclusions of others while avoiding plagiarism and following a standard format for citation (W.8.8); and draw evidence from literary or informational texts to support analysis, reflection, and research (W.8.9). In high school, research projects expand and become more complex; contributing to students' motivation and engagement. For example, teachers provide students choices of topics and create opportunities for students to interact with interesting texts and resources.

New to the grade span in terms of building content knowledge through engagement in research are the following:

- In ELA and HST, conducting more sustained research projects to solve a problem, narrowing or broadening the inquiry when appropriate, and synthesizing multiple sources on the subject demonstrating understanding of the subject under investigation (W.9–12.7)

- In ELA and HST, using advanced searches effectively; assessing the usefulness of each source in answering the research question (W/WHST.9–10.8); assessing the strengths and limitations of each sources in terms of the task, purpose, and audience (W/WHST.11–12.8); integrating information into the text selectively to maintain the flow of ideas, including footnotes/endnotes (W/WHST.9–12.8); and avoiding overreliance on any one source (W/WHST.11–12.8)
- In ELA, delineating and evaluating the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy (RI.11–12.8)
- In HST, evaluating an author’s premises, claims, and evidence by corroborating or challenging them with other information (RH.11–12.8)
- In HST, integrating information from diverse sources, noting discrepancies among sources (RH.11–12.9); synthesizing information from a range of sources in to a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible (RST.11–12.9)

The Model School Library Standards for California Public Schools identify a number of competencies that can support students in their research efforts.

The *Model School Library Standards for California Public Schools* (CDE 2011) identify a number of competencies that can support students in their research efforts. Teacher librarians and teachers help high school students generate research questions (Library.9–12.1.2a); use a variety of search engines and other advanced technology to locate information (Library.9–12.1.3.a-l); use information responsibly (Library.9–12.3.1); analyze information from multiple sources (Library.9–12.3.2); and analyze and interpret results of experiments, surveys, and interviews and more (Library.9–12.3.3). Lastly, the library standards ask students to demonstrate ethical, legal, and safe use of information

(Library.9–12.3.1) and define and defend the need for intellectual freedom (Library.9–12.3j)—values essential to effective research and preparation for college, careers, and civic life.

The CA CCSS for ELA/Literacy and the CA ELD Standards require students to engage with complex texts to build knowledge across the curricula. When provided with differentiated instruction using informational text, ELs can acquire and practice using academic language in different content areas, including linguistic structures and strategies for organizing text and communicating ideas, as well as domain-specific words and phrases. Reading informational text and engaging in research can help ELs acquire academic language and build their disciplinary knowledge. In relation to engaging in research specifically, instruction can

- Encourage students with first language literacy backgrounds to draw upon this resource to help them locate, evaluate, and analyze information (e.g., by pairing grade-level texts in their native language with texts in English at or above their reading level in English).
- Assist students in selecting reading and drafting strategies appropriate for varied research tasks (e.g., using different types of notetaking templates for different types of text).
- Teach students how not to plagiarize. Provide explicit guidance on the conventions of textual ownership and citations in U.S. academic settings, alongside clear yet critical explanations of the purposes these conventions serve.
- Create opportunities that allow ELs to learn research processes by participating in teacher guided and collaborative endeavors before attempting research independently.

Planning for Wide Reading

Starting early in a student's education and continuing through high school, extensive reading is an important source of new vocabulary (Nagy and Anderson 1984), as well as providing students exposure to a range of text types, information, and ideas. Students in grades nine through twelve are expected to read an increasing variety and volume of literature and informational texts, including literary nonfiction and informational/expository texts in English language arts and other content areas.

Providing opportunities for students to engage in extended periods of structured independent reading of self-selected challenging books, accompanied by supported, individualized reading instruction can have a positive effect on reading achievement (Reis, and others 2008; Taylor, Frye, and Maruyama 1990). When planning an independent reading program, teachers design structures for recording what students read and students' progress toward meeting their reading goals. Students are taught how to select books that interest them and are at the appropriate level. Student choice is the hallmark of an independent reading program. Teacher librarians and classroom teachers seek to connect high school students with books and other texts that inspire, delight, and challenge adolescent minds and spur them to read more. (See chapter 2 in this *ELA/ELD Framework* for more information on wide reading, independent reading, and planning an independent reading program.)

Providing opportunities for students to engage in extended periods of structured independent reading of self-selected challenging books, accompanied by supported, individualized reading instruction can have a positive effect on reading achievement.

Foundational Skills

Ideally, by the time students enter high school, their knowledge of foundational skills is well established. They have a large base of sight words—those they recognize instantaneously—and they rapidly and effectively employ word recognition skills to identify new printed words. In short, they access printed language efficiently.

However, students who for a variety of reasons have not developed proficiency in the foundational reading skills by the time they enter grade nine need intensive instruction in these skills so that they can access grade-level content as soon as possible.

Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, however, as it should, with the text and the task. Fluency is important in that it supports comprehension. The greater the ease with which students can identify words accurately, the more cognitive resources they have available to engage in meaning making. If students are experiencing difficulty with fluency, that is their reading is slow and labored, it is critical to determine the reason. Some students may have inadequately developed decoding skills. Others may not be familiar with the language (e.g., vocabulary, grammatical structures) or the content knowledge in the text, both of which may also impact fluency. Still others may not have developed automaticity with printed language.

In high school, it is critical for teachers to understand that pronunciation differences due to influences from a student's regional accent, primary language (for ELs or other bilingual students), or home dialect of English (e.g., African American English) should not automatically be interpreted



The primary way to support students' fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students are given authentic reasons to reread text because rereading also supports fluency.

as difficulty with fluent decoding. In addition, although pronunciation is important, overcorrecting it can lead to self-consciousness and inhibit learning. When appropriate, teachers check for students' comprehension of what they are reading and respectfully point out differences between standard English and the student's home dialect of English or pronunciation influenced by the student's primary language or regional accent. (For additional information on different dialects of English, see chapter 9 on access and equity in this *ELA/ELD Framework*.)

The primary way to support students' fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students are given authentic reasons to reread text because rereading also supports fluency. For example, they may reread text several times as

they rehearse for a spoken word poetry performance or a play or when they read a famous speech aloud in order to understand the impact that spoken language has on audiences.

When assessing fluency for any student, results should be cautiously interpreted. Fluency rates are particularly difficult to apply to speakers of languages other than English and to deaf and hard of hearing students who use American Sign Language. When students storysign, they are actually interpreting the story from a one language (printed English) to another (American Sign Language). For information on teaching foundational skills to high school students who need this strategic support, see the section on supporting students strategically that follows in the overview of the span. See also chapter 9 in this *ELA/ELD Framework*.

Foundational Skills for English Learners

English learners come to high school with varying levels of language and literacy proficiency in English and language and literacy proficiency in their native language. Depending on their prior educational experiences in their home country and in the United States, ELs may have varying degrees of skills and abilities in foundational—or even more advanced—reading and writing in English. Some ELs have had the benefit of developing foundational literacy skills in their native language and can transfer this knowledge—including decoding skills and using an alphabetic writing system—to English (August and Shanahan 2006; de Jong 2002; Lindholm-Leary and Genesee 2010). As noted in chapter 6 of the CA ELD Standards (CDE 2014), literacy instruction for ELs needs to be adapted based on each student's literacy profile, which includes the student's level of oral proficiency in the native language and in English; the student's level of schooling and previous literacy experiences in his or her native language; how closely the student's native language is related to English; and, for students with native language literacy, the type of writing system used.

Some ELs have had the benefit of developing foundational literacy skills in their native language and can transfer this knowledge—including decoding skills and using an alphabetic writing system—to English.

Foundational literacy skills, as described in the CA CCSS for ELA/Literacy, Reading Standards: Foundational Skills (K–5), are the same for all students who need to learn basic reading and writing skills, including high school students. However, the way the skills are taught and how quickly the students can be expected to acquire the basic skills and move on to higher level reading and writing depend on their age, cognitive level, and previous oral and written literacy experiences in their native

language and/or in English. Since the CA CCSS for ELA/Literacy Foundational Skills standards are intended to guide instruction for students in kindergarten through grade five, these standards need to be adapted, using appropriate instructional strategies and materials to meet the literacy needs of ELs at the grades nine through twelve, and addressing the need to teach foundational literacy skills in an *accelerated time frame*. In particular, the curriculum needs to be flexible so that it can address the different profiles of secondary students needing foundational literacy skills instruction. Considerations contributing to the variety of student profiles are described in chapter 9 of the CDE publication of the CA ELD Standards.

Figure 7.15 shows the CA CCSS for ELA/Literacy Foundational Skills that need to be adapted for high school ELs who need these early literacy skills, based on the students' individual language and literacy characteristics. For further details on the foundational skills themselves, see chapter 6 of the CA ELD Standards (2014).

Figure 7.15. Foundational Literacy Skills for ELs in Grades Nine through Twelve

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K–1.2)
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of Phonological Awareness skills as needed.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards: Foundational Skills
Print Skills	No or little native language literacy	Students will need instruction in print concepts	Print Concepts 1. Demonstrate understanding of the organization and basic features of print (RF.K–1.1) Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words (RF.K–5.3) Fluency 4. Read with sufficient accuracy and fluency to support comprehension (RF.5.4 at 6–12 grade level)
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	
	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	

Supporting Students Strategically

Students enter high school with a range of abilities, skills, knowledge, attitudes, and educational experiences. They vary widely on many dimensions, including their achievement in the five themes of the ELA/literacy curriculum (Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills). Some are well positioned to find high school a successful and satisfying time—indeed, a highlight—in their school careers, and others enter quite unprepared for the academic demands they face during these four years. They need considerable support if they are to attain the goals outlined in the introduction and chapter 2 of this *ELA/ELD Framework*: developing the readiness for college, careers, and civic life; attaining the capacities of literate individuals; becoming broadly literate; and acquiring the skills for learning and living in the 21st century.

Key to serving high school students with considerable needs in ELA/literacy is collaboration among educators. Teachers form grade-level and vertical disciplinary teams *and* interdisciplinary teams to coordinate curricula. General education teachers and specialists consult and collaborate with one another to enhance and accelerate students' learning. Administrators work closely with classroom teachers, school specialists, district support personnel, and the community to manage schedules, programs, facilities, and resources in ways that best serve students. Critical discussions about teaching and learning, close examinations of assessments of students' performance, co-planning, and co-teaching occur routinely. Professional learning experiences are ongoing and target the goals and needs of the school population and the teachers. (See chapter 11 of this *ELA/ELD Framework*.) As noted in chapters 2 and 9 of this framework, a multi-tiered system of supports should be in place. Interventions for students experiencing difficulty are well coordinated and creatively implemented so that students needing additional or special services do not miss opportunities to engage in disciplinary study or extracurricular activities. Supporting students strategically, in short, is a schoolwide endeavor. Underwood and Pearson (2004, 140) state:

An intervention, in order to promote genuine learning potential among students, must possess two characteristics: a commitment to long-term, durable, permanent, measurable change, and an inclusive, collaborative framework of activity for involving all participants in the local setting in the work of raising the performance levels of struggling adolescents. Brief encounters with an isolated teacher in an isolated classroom, while everyone else goes on with business as usual, will not help students meet the textual challenges they face in schools.

Chapter 2 of this framework identifies several important instructional approaches for supporting students strategically. For example, chapter 2 describes scaffolding instruction, use of students' primary language, and grouping—important supports in all grade levels. In this section, recommendations and findings from research about supporting adolescents who are experiencing difficulty in literacy include the following:

Overall

- Motivation often decreases over the years, especially in students who are experiencing academic difficulties, and so should be given thoughtful attention (Biancarosa and Snow 2006; O'Connor and Goodwin 2011). (See figure 7.2 in this chapter.)
- Extended literacy experiences are necessary for effecting change in reading and writing. A panel report recommended two to four hours of literacy instruction and practice daily that takes place in language arts and content classes (Biancarosa and Snow 2006).
- Content area classes should include a focus on disciplinary literacy and reinforce the skills that students experiencing difficulty are learning; at the same time, specialists should use content area materials as a basis for practicing the reading skills they are teaching (Biancarosa and Snow 2006; Carnegie Council on Advancing Adolescent Literacy 2010).

Meaning making (reading comprehension)

- Reading extensively and widely and writing about what they are reading builds students' capacity to comprehend (Underwood and Pearson 2004).

... a multi-tiered system of supports should be in place. Interventions for students experiencing difficulty are well coordinated and creatively implemented so that students needing additional or special services do not miss opportunities to engage in disciplinary study or extracurricular activities. Supporting students strategically, in short, is a schoolwide endeavor.

- Explicitly teaching students to use strategies that good readers use, such as drawing on background knowledge and creating graphic organizers to gain control of the macrostructure of a text, improves comprehension (Biancarosa and Snow 2006; Underwood and Pearson 2004).
- Teaching students to use one or more metacognitive strategies, such as planning for a task and self-monitoring understanding, improves their comprehension of text (Klingner, Morrison and Eppolito 2011).

Language Development

- Coordinating vocabulary instruction so that students have multiple exposures, which increases the likelihood that they will acquire targeted words (Butler, and others 2010).
- Integrating explicit vocabulary instruction into curricula enhances students' ability to acquire vocabulary from content-area textbooks and other texts (Kamil, and others 2008).
- Providing direct instruction in word meanings, instruction in strategies that promote independent vocabulary acquisition, and opportunities for rich discussion of texts enhances students' vocabulary acquisition (Kamil, and others 2008).

Effective expression (writing)

- Explicitly teaching strategies for planning, revising, and/or editing has a strong impact on the quality of students' writing and is especially effective for students experiencing difficulty writing (Graham and Perin 2007).
- Setting specific reachable product goals, such as adding more ideas to a paper when revising or including certain structural elements, positively impacts writing quality of all students, including (tentatively) those experiencing difficulty (Graham and Perin 2007)
- Use of word-processing technologies is especially effective in enhancing the quality of texts of students experiencing difficulty with writing (Graham and Perin 2007)

Foundational skills (word level reading) (from a summary by Curtis 2004)

- Systematic, explicit, and direct instruction produces the best results in word level reading. Instruction should target needs, be brief and multisensory, and applied.
- Instruction should emphasize high frequency spelling-sound relationships and emphasis should be placed on assisting students in identification of common syllables found within multisyllabic words.
- Instruction should focus on patterns and generalizations, not memorization of rules.
- Opportunities to practice identification of words in context should be frequent. Oral reading should occur in a setting in which teens are comfortable taking risks.
- Fluent reading should be modeled and students should have numerous opportunities to practice.
- Students should have opportunities to read independently.
- Study of word structure (e.g., affixes) and word origin (e.g., Latin) enhances students' ability to recognize words and access word meanings.

Additional and special support is provided on the basis of ongoing assessment. In other words, students receive the instruction they need; their time is not wasted with instruction in skills they already possess. Time is of the essence: assistance should be provided swiftly, be fast paced to accelerate learning, and address what is needed.

Each of the supports for students should be provided in a warm, inviting and respectful environment that provides access to appropriate high-interest materials and educators committed to advancing the literacy of all students (Carnegie Council on Advancing Adolescent Literacy 2010).

English Language Development in High School

As EL adolescents enter into and progress through their high school years, both the content and language demands they encounter in their coursework becomes increasingly complex. The key content understandings and instructional practices described in previous sections of this chapter are important for all high school students, including culturally and linguistically diverse adolescents. However, for ELs' development of content knowledge and academic English, it is critical for teachers to create the type of learning environments called for in the CA CCSS for ELA/Literacy and the CA ELD Standards because school may be the only place ELs have to develop these advanced content understandings and linguistic abilities in English.

High schools are responsible for ensuring that all EL students are immersed in intellectually rich curricula, appropriately scaffolded to ensure their full access to all content areas, while they continue (or begin) to develop English as an additional language.

High schools are responsible for ensuring that all EL students are immersed in intellectually rich curricula, appropriately scaffolded to ensure their full access to all content areas, while they continue (or begin) to develop English as an additional language. The needs of individual EL adolescent students vary widely and depend on a multitude of factors, including age on arrival to the U.S., immigrant status, prior schooling, primary language and literacy experiences, English language proficiencies, content knowledge, and many other things. Therefore, districts, schools, and teachers should learn as much about their EL students as they can in order to provide them with the educational approaches that best support them to develop English and become college and career ready in an *accelerated time frame*.

For some high school students, the journey through U.S. schooling and with English is just beginning. Schools and districts should be ready to welcome *newcomer* ELs (those students just arriving into the U.S. or who have been in the U.S. for very little time). Some newcomer ELs are literate in their native language and on par with—or even ahead of—their U.S. peers in terms of rigorous grade-level content knowledge, while others have experienced disruption in their schooling careers and have gaps in their literacy and content knowledge. Still other newcomer ELs arrive from regions assailed with extreme life circumstances, such as war or famine, and require specialized counseling and integration services in addition to academic and linguistic support. Whether one or one-hundred newcomer ELs arrive at a district at any given time, and whether newcomer ELs have limited or advanced content knowledge and literacy in their native languages, high school should be a place where all adolescent ELs can learn and thrive academically, linguistically, and socio-emotionally.

... a systematic plan is established at the district, school, and classroom levels to ensure that newcomer ELs and their families are welcomed to the school community, receive guidance on navigating through the U.S. school system, and are supported to succeed in their new country.

Accordingly, a systematic plan is established at the district, school, and classroom levels to ensure that newcomer ELs and their families are welcomed to the school community, receive guidance on navigating through the U.S. school system, and are supported to succeed in their new country. In order to ensure that newcomer ELs maintain steady academic progress as they are learning English, some schools provide coursework in core disciplines in students' primary language(s). Some districts have established newcomer EL programs within schools (and sometimes entire newcomer schools) that are specifically designed for recent immigrants with no or very limited proficiency in English and often limited formal education. Enrollment in these programs is intended to be for a limited time (typically six months

There is no best model for meeting the needs of newcomer ELs, and schools and districts should carefully study successful programs and understand the needs of their own newcomer ELs when setting goals and designing programs.

to two years), and coursework includes orientation to U.S. schools and culture, instructional approaches that integrate content and language learning, appropriate materials that address specific learning needs, such as no or low literacy. Successful programs also provide liaisons to connect parents and families to appropriate social services. Importantly, these programs provide *extended instructional time* (e.g., Saturday school, after school and vacation programs, summer school, field trips) that newcomer ELs need to accelerate their linguistic and academic growth.

Depending upon the level and extent of previous schooling they have received, newcomer ELs may need additional support developing certain language and literacy

skills in order to fully engage in intellectually challenging academic tasks. It is important to note that these students may have varying levels of native language foundations in literacy. Some students may read proficiently in their primary language, while others may have gaps in their primary language foundational skills. All students, however, can draw upon the knowledge of language and literacy they have in their primary language (e.g., oral language skills, recognition of cognates, reading comprehension skills, fluent decoding abilities) to inform their English language learning. Students with established native language literacy and content knowledge can transfer these skills and knowledge to English with appropriate instructional support. Understanding the language, literacy, and content understandings newcomer ELs bring with them to U.S. classrooms is critical to ensure their steady and rapid progress in English. (For more detailed information on what ELs at the Emerging, Expanding, and Bridging levels of English language development can be expected to do with English, see chapters 2 and 9 of this *ELA/ELD Framework*.)

The Center for Applied Linguistics (CAL) report *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Short and Boyson 2012) provides case studies of effective newcomer EL programs, and CAL also maintains a database of secondary newcomer programs (<http://www.cal.org/resource-center/databases-directories>) that schools and districts may find useful. There is no best model for meeting the needs of newcomer ELs, and schools and districts should carefully study successful programs and understand the needs of their own newcomer ELs when setting goals and designing programs. (To see a snapshot of a newcomer EL program, see the section for grades nine and ten of this chapter.)

Immigration patterns suggest that most of California's adolescent ELs have been in U.S. schools for at least a few years and many for longer than five years. Unfortunately, many ELs enter high school not having received the instructional support they needed to attain the advanced levels of English or the requisite content knowledge required to fully engage with academic high school subjects. Fluent in conversational English but challenged by academic English and disciplinary literacy tasks, these *long-term EL* students (Olsen 2010) find it difficult to engage meaningfully in increasingly rigorous coursework. Schools should ensure that both normally progressing and long-term ELs are immersed in rich instruction that *accelerates* their understandings about and abilities to use academic English as they continue to develop increasingly complex content understandings. This type of instruction requires teachers to develop sophisticated understandings of the particular content knowledge and disciplinary literacy knowledge,

Schools should ensure that both normally progressing and long-term ELs are immersed in rich instruction that accelerates their understandings about and abilities to use academic English as they continue to develop increasingly complex content understandings.

abilities, and practices their EL students need to develop in order to be successful in the disciplines of English language arts, science, history/social studies, mathematics, and technical subjects.

Whether adolescent ELs are newcomers to English, are progressing steadily in their development of English, or have *stalled* in their development of academic English and content understandings, teachers are responsible for meeting each of their students wherever they are and facilitating their accelerated cognitive and linguistic development. This entails not only outstanding teaching; it also requires relationship building with students. Adolescent ELs look to their teachers as guides and mentors in their continuing apprenticeship in academic subjects and preparation for adult life. Like all adolescents, EL students are more deeply engaged with school learning when their teachers are respectful of who they are as individuals and of their communities and families and when they are confident that their teachers believe they can succeed at challenging academic tasks, care about their success, and provide high levels of support. Teachers' respectful attitudes and positive dispositions toward their EL students are critical for academic success and healthy socio-emotional development.

The CA ELD Standards serve as a guide for teachers to both *plan* rigorous academic instruction that meets the particular language learning needs of their ELs and *observe* EL student progress as they engage with disciplinary literacy tasks. The CA ELD Standards support teachers to focus on critical areas of English language development, and they set goals and expectations for how EL students at various levels of English language proficiency will interact meaningfully with content, develop academic English, and increase their language awareness. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards in all classes that include ELs as learners, and they are used as the focal standards for targeted language instruction that *builds into and from* the types of academic tasks EL students are engaged in throughout the day. The common goals for ELD in high schools are the following:

The CA ELD Standards serve as a guide for teachers to both plan rigorous academic instruction that meets the particular language learning needs of their ELs and observe EL student progress as they engage with disciplinary literacy tasks.

- Building students' abilities to engage in a variety of collaborative discussions about academic content and texts
- Developing students' academic vocabularies and grammatical understandings
- Building students' metalinguistic awareness in order to support close reading and writing of different text types
- Building students' ability to write coherent and cohesive academic texts in English

Integrated and Designated English Language Development

This *ELA/ELD Framework* promotes the implementation of carefully designed and comprehensive systems that support all ELs to develop advanced levels of English in all content areas. This comprehensive approach to ELD includes *both* integrated and designated ELD. *Integrated ELD* refers to ELD throughout the day and across the disciplines for all ELs. In integrated ELD, the CA ELD Standards are used in all disciplines *in tandem with* the CA CCSS for ELA/Literacy and other content standards to support ELs' linguistic and academic progress. Teachers use the CA ELD Standards to inform their planning of intellectually rich academic experiences that are provided *through English*. Through these experiences of using English meaningfully (e.g., through collaborative conversations, interpreting texts they read, writing and multimedia projects), ELs build confidence and proficiency in understanding and demonstrating their content knowledge in English. In addition,

when teachers support their students' development of *language awareness*, or how specific language resources (e.g., word choice, ways of putting sentences together) enable users of English to convey particular messages in powerful ways (e.g., in an argumentative text or oral debate), they learn to be more deliberate users of English. Through this dual development of academic English and language awareness, teachers support ELs to gain sophisticated understandings of language as a complex, dynamic, and social resource for making meaning; this dual development also helps students develop the ability to shift their language use intentionally based on discipline, topic, task, purpose, audience, and text type.

Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* so that ELs develop critical English language skills, knowledge, and abilities needed for rigorous academic content learning in English. Designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. English learners build language awareness in designated ELD as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). This language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language using these language resources. During designated ELD students engage in discussions related to the *content knowledge* they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also *discuss the new language* they are learning to use. For example, students learn about the grammatical structures of a particular complex text they are using in science or ELA, or they directly learn some of the general academic vocabulary used in the texts they are reading in ELA or social studies.

Designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.

An intensive focus on language, in ways that build into and from content instruction, supports students' abilities to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge.

As the texts students are asked to read become increasingly dense with academic language, designated ELD may focus more on reading and writing at different points in the year, particularly for students at the Expanding and Bridging levels of English language proficiency. Adolescents ELs need to develop the language and literacy skills to graduate from high school and become ready for college, careers, and responsible citizenship. Their instructional program, including designated ELD, reflects the anticipated linguistic and academic challenges of the curricula and prepares them for these challenges. An intensive focus on language, in ways that build into and from content instruction, supports students' abilities to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge.

Designated ELD should not be viewed as a *place* but rather as a *protected time*. Depending on the particular learning needs of a school's ELs and the number of ELs at particular English language proficiency levels, a school may decide to extend the school day for ELs so that an extra period can be dedicated to designated ELD during the regular school day. This specialized course might include other non-EL students who need support in developing academic English in support of their content learning in high school coursework. A logical scope and sequence for English language development is aligned with the texts used and tasks implemented in ELA and other content instruction. Other schools, particularly schools with low numbers of ELs, may opt to provide dedicated time within the school day when teachers can work with small groups of students.

These decisions are made using a variety of data, including—first and foremost—EL student learning needs, and master schedules should be flexible enough to accommodate students' transition out of the specialized courses when they are ready to do so. In addition, content teachers and teachers responsible for teaching designated ELD collaborate regularly in order to ensure that what is taught in designated ELD genuinely builds into and from content instruction and integrated ELD. Schools dedicate the time and resources needed for effective collaborations between teachers and for optimal student learning. Regardless of the structure schools opt to use in order to provide designated ELD to their EL students, this coursework should not prevent any EL from participating in comprehensive curricula that includes full access to all core disciplines and electives, such as the performing and visual arts, world languages, and other classes all students need in order to be college- and career-ready. Examples of integrated and designated ELD are provided in brief snapshots and lengthier vignettes in the grade-level sections of this chapter.

Regardless of the structure schools opt to use in order to provide designated ELD to their EL students, this coursework should not prevent any EL from participating in comprehensive curricula that includes full access to all core disciplines and electives, such as the performing and visual arts, world languages, and other classes all students need in order to be college- and career-ready.

Grades Nine and Ten

The first year of high school is an exciting but anxious time for students. They are moving from middle school to what may be the largest school they have ever attended. In the midst of one of the biggest transitions students make in their academic careers, they enter a new world of high

Moving beyond the structure of middle school, students are now expected to exercise more skill, more creativity, and even deeper thinking. As students move from grade nine to grade ten, expectations for college preparation become a reality.

school ELA and literacy in which they encounter new ideas, universal themes, and new demands in reading, writing, speaking, and listening. Moving beyond the structure of middle school, students are now expected to exercise more skill, more creativity, and even deeper thinking. As students move from grade nine to grade ten, expectations for college preparation become a reality. Their academic performance takes on new importance as grades from the sophomore year are the first that state four-year universities consider for admission. These two years are critical in a young person's life, for it is during this time that students who have experienced difficulty decide whether or not to continue their educations. Schools and teachers at grades nine and

ten both support fledgling competence and encourage it to take flight; they provide structure where needed while pushing for greater performance and independence.

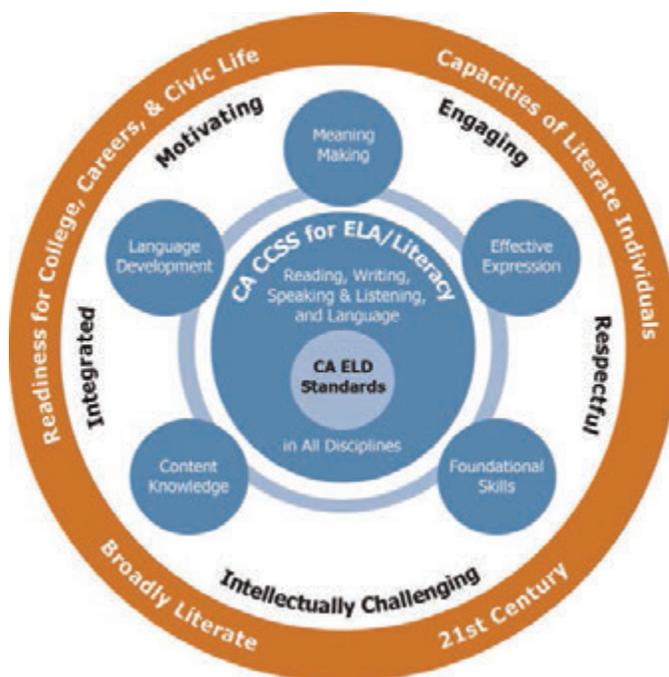
This grade-span section provides an overview of the key themes of ELA/literacy and ELD instruction in grades nine and ten. It offers guidance for ensuring ELs have access to ELA and content instruction, including integrated and designated ELD instruction. Snapshots and vignettes bring several of the concepts to life.

Key Themes of ELA/Literacy and ELD Instruction in Grades Nine and Ten

In this section, the key themes of ELA/Literacy and ELD instruction are discussed as they apply to grades nine and ten. These include **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. See figure 7.16. These themes are largely overlapping and consistent with the call for the integration of reading, writing, speaking and listening, and language in the CA CCSS for ELA/Literacy and the CA ELD Standards. Inextricably linked to every area of the curricula, the two sets of standards promote an interdisciplinary approach. Each of the snapshots for grades nine and ten that follow are presented in connection with a theme; however, most snapshots could illustrate several themes. The two vignettes at the end of the section for grade ten depict integrated ELA and ELD instruction and designated ELD instruction based on the same topic and/or readings.

Schools and teachers at grades nine and ten both support fledgling competence and encourage it to take flight; they provide structure where needed while pushing for greater performance and independence.

Figure 7.16. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

Meaning making at grades nine and ten is critically important for students as they deploy their language and literacy skills to understand, interpret, and create text in ELA and all other subjects. Text complexity increases at these grades as students read Shakespeare and other works of world literature for the first time as well as textbooks and other sources in history/social studies, biology, health, and geometry. The standards at these grades expect students to question more and consider the impact of authors' choices of language and text structure.

For some students, grades nine and ten may be the first time they consider that a content area text may not represent indisputable truth or that literary text can be interrogated for its choices in presentation and ideas. The concept of the author as an imperfect individual may not have occurred to students before this time. Questioning the Author (QtA) (Beck, and others 1997; Beck and McKeown 2006) was designed to help students interact with texts to build meaning and has at its center the notion that authors are fallible. In QtA teachers guide students in dialogic discussion that goes beyond superficial understandings of the text. Teachers plan carefully by reading the text closely, segmenting it for discussion purposes, and developing queries. Queries are distinguished from questions in several ways: they are designed to assist students in grappling with text ideas rather than to assess their comprehension; they facilitate group discussion rather than evaluate individual student responses to teacher's questions; and they are used during initial reading rather than before or after reading. Types of queries include initiating queries, follow-up queries, and narrative queries. Examples of queries for each follow in figure 7.17.

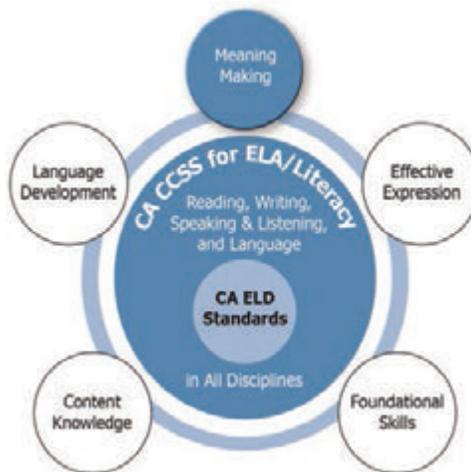


Figure 7.17. Examples of Queries in Questioning the Author

Initiating Queries

What is the author trying to say here?

What is the author’s message?

What is the author talking about?

Follow-up Queries

What does the author mean here?

Did the author explain this clearly?

Does this make sense with what the author told us before?

How does this connect with what the author has told us here?

Does the author tell us why?

Why do you think the author tells us this now?

Narrative Queries

How do things look for this character now?

How has the author let you know that something has changed?

Given what the author has already told us about this character, what do you think he [or she] is up to?

Source

Beck, Isabel L., Margaret G. McKeown, Rebecca L. Hamilton, and Linda Kucan. 1997. *Questioning the Author: An Approach for Enhancing Student Engagement with Text*, 45. Newark, DE: International Reading Association.

During the discussion teachers use various moves to help students focus on the text:

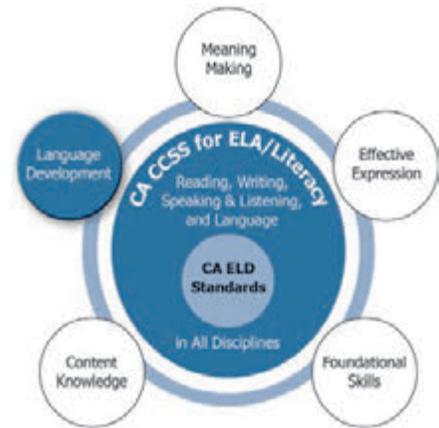
- Marking – responding to student comments in a way that draws attention to certain ideas
- Turning Back – turning responsibility back to students for thinking and turning students’ attention back to the text
- Revoicing – interpreting what students may be struggling to express and rephrasing the idea
- Modeling – using think alouds to demonstrate thinking about the text
- Annotating – offering information to fill in gaps that the author did not address
- Recapping – pulling together ideas and summarizing when it is clear that students have grasped the ideas and are ready to move on

Although originally designed for students at earlier grades, research studies with older students support the use of QtA at all grades (Beck and McKeown 2006).

Language Development

Language development continues to be a priority in grades nine and ten. Vocabulary instruction that began in the earliest grades continues with students taking a leading role in identifying words they encounter that they want to know more about and use in more sophisticated ways. Vocabulary is drawn from students' readings of text; understandings are built through discussion and other purposeful vocabulary activities; and vocabulary knowledge is reinforced and deepened through writing. Beyond vocabulary, students in grades nine and ten develop sophisticated grammatical and discourse level understandings. In other words, as they encounter increasingly complex language in their coursework and are expected to produce, in speaking and writing, increasingly more nuanced ways of using language, they develop awareness about language and how they can shape it to achieve different purposes for different audiences. This aspect of language development—developing language awareness—has implications for teachers' knowledge about language. Across the disciplines, teachers need to develop deep understandings about language and how to make these understandings transparent to their students. In turn, students learn to reflect on their use of language in speaking and writing and consider the ways in which they convey their ideas through increasingly complex grammatical structures, discourse patterns, and vocabulary.

In the following snapshot students explore their linguistic autobiographies. The snapshot is placed in this section of the chapter because of its relationship to language development; however, the snapshot represents this theme and many others.



Snapshot 7.1. Investigating Language, Culture, and Society: Linguistic Autobiographies Integrated ELA and ELD in Grade Nine

Located in an urban neighborhood, Nelson Mandela Academy is home to a diverse student population, including bilingual students (e.g., Spanish-English, Hmong-English), students who speak one or more varieties of English (e.g., Chicana/Chicano English, African American English, Cambodian American English), English learners (ELs), and former ELs. In recognition of the cultural and linguistic resources their students bring to school and acknowledging the tensions students sometimes experience regarding language use, teachers of ninth-grade English classes include a project called Linguistic Autobiographies. For this project, students reflect on their own histories of using language in different contexts: at home, with friends, at school, at stores or in other public places where they interact with strangers. The students engage in a variety of collaborative academic literacy tasks, including:

- Viewing and discussing documentary films related to language and culture (e.g., the film *Precious Knowledge*, which portrays the highly successful but controversial Mexican American Studies Program at Tucson High School)
- Reading and discussing short essays and memoirs by bilingual and bidialectal authors to learn about their multilingual experiences (these texts also serve as models for writing their own personal narratives)
- Analyzing and discussing poetry (e.g., In Lak'ech: You Are My Other Me by Luis Valdez) and contemporary music lyrics (e.g., hip hop and rap) to identify how people's language choices reflect cultural values and identity

Snapshot 7.1. Investigating Language, Culture, and Society: Linguistic Autobiographies Integrated ELA and ELD in Grade Nine (cont.)

- Reflecting on and discussing their own multilingual or multidialectal experiences, including how others have reacted to their use of different languages or varieties of English
- Researching and documenting language use in their families and communities (e.g., interviewing parents or grandparents) to learn about different perspectives and to broaden their own
- Viewing and discussing playful and creative uses of multiple languages and dialects (e.g., the TED Talk “Reggie Watts: Beats that Defy Boxes”)
- Writing personal narratives, poems, blog posts, informative reports, and arguments related to the relationships between language, culture, and society
- Producing original multimedia pieces, such as visual presentations and short documentary films, based on their research
- Presenting their multimedia projects to others (e.g., peers in the class, to parents and community members at school-sponsored events, to a wider audiences at conferences or online)

Students spend much of their class time engaging in collaborative conversations about challenging topics, including their reactions to negative comments in the media about their primary languages, “non-standard” varieties of English (e.g., African American English), accent (e.g., southern), or slang. Through these conversations, students learn to value linguistic and cultural diversity—their own and others’—and develop assertive and diplomatic ways of responding to pejorative comments regarding their primary languages or dialects. For their various projects, students work in collaborative groups to generate interview questions, peer-edit drafts, analyze texts, and produce media. This collaborative academic learning environment not only strengthens the bonds between students but also supports them to engage in the types of tasks that will be expected of them in college, community, and careers.

Resources

McGinnis, Eren Isabel, and Palos, Ari Luis. 2011. *Precious Knowledge*. Dos Vatos Productions and Independent Television Services. <http://www.pbs.org/independentlens/precious-knowledge/film.html>

Valdez, Luis. 1971/1990. “You Are My Other Me.” Excerpted from the poem “Pensamiento Serpentino.” *Early Works: Actos, Bernabé and Pensamiento Serpentino*. Houston, TX: Arte Público Press and San Juan Bautista, CA: El Teatro Campesino.

Watts, Reggie. 2012. “Beats that Defy Boxes.” *TED Talks*. <http://www.ted.com>; http://www.ted.com/talks/reggie_watts_disorients_you_in_the_most_entertaining_way

CA CCSS for ELA/Literacy: RI.9–10.6, 7; W.9–10.3, 6, 7; SL.9–10.4; L.9–10.3

CA ELD Standards (Bridging): ELD.PI.9–10.2, 8, 9, 10a

Additional Information

Bucholtz, Mary, Audrey Lopez, Allina Mojarro, Elena Skapoulli, Chris VanderStouwe, and Shawn Warner-Garcia. 2014. “Sociolinguistic Justice in the Schools: Student Researchers as Linguistic Experts.” *Language and Linguistics Compass* 8 (4): 144–157.

Choudhury, Mohammed and Jeff Share. 2012. “Critical Media Literacy: A Pedagogy for New Literacies and Urban Youth.” *Voices from the Middle* 19 (4): 39–44.

Morrell, Ernest, Rudy Dueñas, Veronica Garcia, and Jorge López. 2013. *Critical Media Pedagogy: Teaching for Achievement in City Schools*. New York: Teachers College Press.

UC Santa Barbara School Kids Investigating Language, Life, and Society (SKILLS) Project: <http://www.skills.ucsb.edu/>

Effective Expression

Students who have achieved the standards in middle school demonstrate the ability to express themselves in writing, discussing, and presenting, and they demonstrate considerable command of language conventions. Expectations and examples of instruction for grades nine and ten are portrayed in the following sections.

Writing

Expectations for writing at grades nine and ten are advanced. Students write arguments using valid reasoning precise claims. They organize complex elements in informative/explanatory writing; and they establish multiple points of view and a smooth progression of experiences or events in narrative writing.

The writing sample in figure 7.18 presents an argument written by a student in grade ten that has been analyzed and annotated according to the CA CCSS for ELA/Literacy. In this assignment, the student was asked to take a position on whether or not the school should continue its program of ten minutes of daily silent reading. The writing sample represents the range of writing expected of students in grade ten.



Figure 7.18. Grade Ten Writing Sample

<p style="text-align: center;">Keep On Reading</p> <p>On the first day of school, the students walk into the classroom and see a book on every desk. The teachers happily greets them and tells everyone to sit at a desk with a book that seems interesting to them. The pupils tentatively sit down in their seats and look up at their young teacher for instructions, but she sits down and is soon deeply absorbed in her story, eyes shimmering in the light. The pupils gaze in wonder at her and slowly crack open their books. We've grown up reading, but not very often do we see a teacher who exemplifies reading. Reading is recurrently a forced activity. Therefore, people both young and old feel like they HAVE to read, and so it's only something they have to do for school or work. They don't see it as an amazing skill that will not only help with their futures but also a great hobby to enjoy in life. Continuing to silent read for at least the first ten minutes of every class is a very good idea.</p> <p>The first reason why reading class is a good idea is because it helps get some of our required silent reading done. Envision Anne, an active, sweet young lady who participates in sports and also plays a big part in the school play. The little time she spends at home every day is reserved for homework assignments and memorizing her lines. Time reading in class at school cuts down on the time Anne has to make in order to read. Reading is important to Anne but she knows she can't possibly read and make good reflections if</p>	<p>Uses narrative lead to set context and engage reader</p> <p>Introduces precise claim: The introduction states a claim about the value of ten minutes of silent reading; distinguishes it from alternate claims that many students do not see the value of silent reading. Topic is substantive.</p> <p>States focus/precise claim</p> <p>Supports claim with logical and valid reasoning, accurate and credible evidence. Points out strengths of reason by anticipating the knowledge level and concerns of the audience (teachers, other students, parents).</p>
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she doesn't have the time to do so. Some people just don't have the time, so making them read more outside of school is like telling the workers of IBM to go play a football game every day—there's just not enough time outside of work and school.

There are people who say that silent reading doesn't help low level readers, but in reality, it actually helps a lot. James McNair has many techniques to help children better comprehend what they are reading. He says that children can get bored with reading if it has no meaning to them (i.e. when reading as a class, not everyone is on the same level, and therefore, the lower level readers are not as interested). Once a child discovers the wonders of reading, they are sure to come across words they don't know (2). When this happens, silent reading will surely help because they can go over words they do know, and learn as they go. This really helps since classwork reading may be harder for lower level readers and they have many words they don't understand as opposed to learning a couple new words a day. They need practice in order to read better so if students are not surrounded by reading then they will not get better. In a research evaluation by Chow and Chou, 9th grade students were allowed 10 minutes each day to silent read and improved their reading skills by the end of the year (4). **This is solid proof that having time to read in class is a benefit to everyone.**

Silent reading is not only fun, it paves the way for tests – no one is allowed to read out loud or have questions read to them during a test. All tests require you to read at least questions. This doesn't include the rereading you need to do when you write essays for a test, an example being the NECAPs. Based on the National Center for Educational Statistics of 2008, reading is one of the few factors that can be the big change in test scores. The more you practice reading, the more enhanced your vocabulary gets. This helps not only the reading part, but also the writing parts, most importantly on standardized tests. Getting students to read in school ensures at least some practice for the testing that the United States schools have for students.

Not only is silent reading useful, it allows students to choose what they want to read, which in turn can help their future. Too frequently, class discussions are based on books that the teacher selects for their students to read. Students may get bored of always having their choices made for them and some even take it for granted and can soon forget how to deal with life on their own. KC, an avid reader, agrees:

Names **counterclaim**

Creates an organization that establishes clear relationships among claim, counterclaims, reasons, and evidence

Develops claims and counterclaims fairly, supplying evidence for each

Reminds reader of **claim**.

Uses clauses to link major sections of text, creating cohesion and clarifying relationships between reasons and claims

Supports claim with logical and valid reasoning, accurate and credible evidence. Points out strengths of reason by anticipating the knowledge level and concerns of the audience (teachers, other students, parents).

“Picking your own books allows you to be more prepared for real life, not just a classroom where decisions are typically made for you”. By having the choice to find their own books, students become more independent in the process. School prepares them for life, but their choices prepare them for their future.

Silent reading during school hours has been a widely argued situation in many school districts of the world. We should continue to have silent reading for at least ten minutes every day, especially because of Winooski High School’s Tier 1 situation. Our school officials say that our NECAP scores are getting lower and require more structure to help fix it. If that’s the case, then silent reading could only help raise the scores reading well is a big part of the NECAPs, not only when we read the essays but also to read the questions that accompany them. **Having a good knowledge of reading and reading strategies will help our school and a good start to getting there is through silent reading.**

Establishes and maintains formal style, objective tone

Distinguishes claim about value of silent reading **from counterclaim.**

Provides a conclusion which follows from and supports arguments presented

Annotation

In this assignment from a language arts class, the student was asked to take a position on whether or not the school should continue its program of ten minutes of daily silent reading. He gives an introduction of some background/context on the issue, and makes a claim that in his view the ten minutes of silent reading should continue.

The writer develops his claim with several reasons, which he develops with relevant, accurate, credible evidence. The writer organizes his ideas clearly and supports his claim with logical reasoning, on which he relies to develop his claim and persuade his audience of the correctness of his position. He also uses credible evidence to support and develop his claim. In addition, he acknowledges the counterclaim that there are reasons to not support the ten minutes of silent reading, then refutes that counterclaim with an argument that anticipates the concerns of his intended audience.

The writer maintains a formal style and objective tone throughout the piece. The conclusion follows from and supports the argument presented.

Sources

McNair, James. 2009. “Helping Children to Comprehend Faster for Better School Achievements.” Ezine Articles (March 10, 2011).

Student Achievement Partners. 2013. “Collection of All In Common, Writing Samples, K–12.” *Achieve the Core*.

Teachers carefully examine their students’ writing to determine the student’s achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work, and for EL students, teachers also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

Discussing

Students display increasing levels of independence in their discussions in grades nine and ten. The dialogic discussion model presented in the overview of the span in this chapter features the teacher in

a pivotal role—asking questions and modeling ways for students to build from students’ responses. In the following examples of a Socratic seminar, the teacher takes a less prominent role. Bridging from the classroom discussions in which teachers guided students to make connections, now the students take on those roles themselves.

Figure 7.19. Preparing an Effective Socratic Seminar

Choosing a text: Socratic seminars work best with authentic texts that invite authentic inquiry—an ambiguous and appealing short story, a pair of contrasting primary documents in social studies, or an article on a controversial approach to an ongoing scientific problem.

Preparing the students: While students should read carefully and prepare well for every class session, it is usually best to tell students ahead of time when they will be expected to participate in a Socratic seminar. Because seminars ask students to keep focusing back on the text, you may distribute sticky notes for students to use to annotate the text as they read.

Preparing the questions: Though students may eventually be given responsibility for running the entire session, the teacher usually fills the role of discussion leader as students learn about seminars and questioning. Generate as many open-ended questions as possible, aiming for questions whose value lies in their exploration, not their answer. Elfie Israel recommends starting and ending with questions that relate more directly to students’ lives so the entire conversation is rooted in the context of their real experiences.

Establishing student expectations: Because student inquiry and thinking are central to the philosophy of Socratic seminars, it is an authentic move to include students integrally in the establishment of norms for the seminar. Begin by asking students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). Ask students to hold themselves accountable for the norms they agree upon.

Establishing your role: Though you may assume leadership through determining which open-ended questions students will explore (at first), the teacher should not see him or herself as a significant participant in the pursuit of those questions. You may find it useful to limit your intrusions to helpful reminders about procedures (e.g. “Maybe this is a good time to turn our attention back the text?” “Do we feel ready to explore a different aspect of the text?”). Resist the urge to correct or redirect, relying instead on other students to respectfully challenge their peers’ interpretations or offer alternative views.

Assessing effectiveness: Socratic seminars require assessment that respects the central nature of student-centered inquiry to their success. The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing asking students to describe their participation and set their own goals for future seminars can be effective as well. Understand that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than “getting it right” at any particular point.

Source

Filkins, Scott. 2013. “Socratic Seminars.” *ReadWriteThink*. International Reading Association and National Council of Teachers of English.

The following snapshot provides an example of a history lesson in grade ten that uses Socratic seminar.

Snapshot 7.2. Socratic Seminar Integrated History and ELA/Literacy in Grade Ten

In Mrs. Arrowsmith's sophomore history class, students have been examining India's independence movement. In preparation for the day's discussion, and in order to better understand the nature of British rule and why Gandhi's argument would gain such popular support, students have already read (1) the English Bill of Rights of 1689, (2) an excerpt from Gandhi's book, *Indian Home Rule*, and (3) an excerpt from F. D. Lugard's *The Rise of Our East African Empire*, which details British colonial goals in Africa in 1893. Finally, students also completed a guided reading activity in small groups related to excerpts of Martin Luther King Jr.'s article, "Nonviolence and Racial Justice" and independently read and annotated an excerpt from Henry David Thoreau's "Civil Disobedience." For the day's Socratic seminar, the teacher created a series of open-ended questions based on these texts to support group discussion:

- What is the nature of civil disobedience?
- How do the viewpoints of the various authors compare/contrast?
- How might these authors have responded to the political/social strife in the Middle East in 2010–2013?
- Is violence ever appropriate? Why or why not?

As students share, they are reminded to base their answers on evidence from the texts. After the discussion, Mrs. Arrowsmith guides the class in creating several summary statements of "new understandings" developed as a result of the seminar. Lastly, using rubrics, individual students reflect on their participation and their readiness to engage in the content discussed during Socratic seminar.

Strategy Variation: Clusters of students read different texts based on interest, readiness level, or text difficulty, or students are divided into groups of 8–10 and asked to discuss just one question while others monitor/reflect on discussion content.

Resources

- English Parliament. 1689. *Declaration of Rights*. London, UK: Charles Bill and Thomas Newcomb. <http://www.loc.gov/exhibits/creating-the-united-states/interactives/bill-of-rights/speech/>
- Gandhi, Mohandas K. 1910. *Indian Home Rule*. 1st ed. Phoenix, Natal, India: The International Printing Press. <https://docs.google.com/file/d/0B2GRozT38B1eYWU00Tc5N2UtNGQyZC00YTlmLWI4N2UtZjQ2ZTg4MzY3NTM5/edit?ddrp=1&pli=1&hl=en>
- King, Martin Luther, Jr. 1957. "Nonviolence and Racial Justice." *The Christian Century*. 6 February 1957: 165-167.
- Lugard, Frederick J. D. 1893/1968. *The Rise of Our East African Empire: Early Efforts in Nyasaland and Uganda*. Abingdon, Oxon, UK: Routledge. <http://legacy.fordham.edu/halsall/mod/1893lugard.asp>
- Thoreau, Henry David. 1849/2004. "On the Duty of Civil Disobedience." Project Gutenberg eBook. <https://ia902608.us.archive.org/32/items/civildisobedienc00071gut/71-h/71-h.htm>

CA CCSS for ELA/Literacy: SL.9–10.1, 2, 4; RH.9–10.1, 2, 6

Related History–Social Science Standard:

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

Presenting

In grades nine and ten students make presentations in which they offer supporting evidence clearly, concisely, and logically. In the following snapshot, students demonstrate this by engaging in a mock trial of Macbeth. The following snapshot is placed in this section of the chapter because it illustrates oral presentation; however, many other themes (and sub-themes) are addressed, including meaning making and writing within effective expression.

Snapshot 7.3. Using Mock Trials to Construct Arguments Integrated ELA/Literacy and Civic Learning in Grade Ten

Mrs. Herrera leverages the structure and rigor of a mock trial to promote her students' abilities to read literature, write arguments, and engage in academic discussion as well as to build links between her students and their future careers and civic life. Her goal is for students to develop skills such as reading closely (to determine what the text says explicitly and to make logical inferences from it) and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Using an array of literature, she has students prepare written arguments and present their ideas in a debate forum.

When the class reads William Shakespeare's *Macbeth*, Macbeth is placed on trial for the murder of King Duncan and Macduff's family. Mrs. Herrera's students consider whether he should be accountable for his actions. To anchor their reading of the play, students are assigned to be part of either a prosecution or a defense team in which they will work on constructing an argument for his guilt or innocence. As the students read, they list evidence for their side of the case at the end of each act. Their evidence includes direct quotes and notations about physical evidence, with corresponding notation for acts, scenes, and line numbers.

Example for the Prosecution:

Act I

Macbeth's motive: "I have no spur To prick the sides of my intent, but only Vaulting ambition, which o'erleaps itself and fall on th'other. Act I, Scene 7, p. 25–8

Example for the Defense:

Act II

Macbeth shows remorse: "Glamis hath murdered sleep, and therefore Cawdor shall sleep no more: Macbeth shall sleep no more." Act II, Scene II, p. 3

When Mrs. Herrera's students meet in their defense and prosecution groups, they assemble their best arguments and evidence. They then prepare for the trial by individually writing an opening and closing argument for their side with major claims and supporting evidence from the text. Mrs. Herrera subsequently guides her students through the trial process presenting their cases orally. Finally, her students choose a side to defend in a formal argumentative essay.

Resource

Shakespeare, William. 1604-1606/1992. *The Tragedy of Macbeth*. Folger Shakespeare Library. New York: Washington Square Press/Simon & Schuster.

CA CCSS for ELA/Literacy: RL.9–10.1–4; W.9–10.1, 4–7, 9; SL.9–10.1, 3–4, 6

Using Language Conventions

Beginning in high school there are fewer language conventions introduced. Rather, students are expected to demonstrate command of the conventions of standard English grammar and usage taught in previous grades and refine their use in writing and speaking. The same is true of the use of conventions for capitalization, punctuation, and spelling in writing. Teachers need to consider the standards identified in the Language strand with an asterisk from previous grades (figure 7.7). Based on teachers' observations of students' writing and speaking, teachers may identify one or more of the standards from previous grades that need to be reinforced through focused instruction.

New to grades nine and ten are the following:

- Using parallel structure (L.9–10.1a)
- Using various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative adverbial) to convey specific meanings and add variety and interest to writing or presentations (L.9–10.1b)
- Using a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (L.9–10.2.a)
- Using a colon to introduce a list or quotation (L.9–10.2.b)

Students learn these new conventions by identifying models of the conventions in the texts they read and then emulating those models in their own writing. Teachers call attention to the conventions, clarifying their purpose and use as needed. Focused practice with sentence combining is useful as well.

Content Knowledge

Students in grades nine and ten use their knowledge of language and literacy to learn content in ELA and other subjects. Literature, in its various forms, is the basis of much of the instruction in ELA, although students do read and write about literary nonfiction and nonfiction in ELA and in other content areas. In grades nine and ten the focus of literature is often world literature. At the end of this grade-span section, vignettes use world literature to illustrate teaching and learning in ELA and ELD. In the following snapshot, ELA and literacy are integrated in science instruction in a grade-ten class.



Snapshot 7.4. Force and Motion Integrated ELA/Literacy and Science in Grade Ten

Ms. Shankle has been teaching a unit on force and motion to her tenth-grade science class. In addition to investigative activities and work with important vocabulary, Ms. Shankle has had her students read from the text, supplemental materials, and instructional Web sites that contained both *technical explanations* and *diagrams* because she knows that it can often be difficult to integrate these varied types of informational formats. She collaborates with the ELA teacher on her team, Ms. Ryan, who suggests that the students can benefit from generating questions to self-monitor their emerging understanding of the content as they read. Ms. Ryan explains how this strategy requires students to be more actively involved than simply answering teacher-generated questions and enables them to self-regulate their learning. Ms. Ryan also suggests that the kinds of questions students produce will let Ms. Shankle assess whether they are being distracted by extraneous information in the text or if they are focusing on particular examples at the expense of overarching principles or main ideas.

When she initially introduces the strategy, Ms. Shankle tells her students, “Today, we are going to be reading about how to determine force and acceleration. You know that scientific writing is very different from the kinds of text you might typically read in your English class or for your own pleasure. This science text will have procedural information to guide you in the steps of calculating force and acceleration. You will also see figures and formulas that relate to what is being described in the written portions. The author of this text communicates a lot of

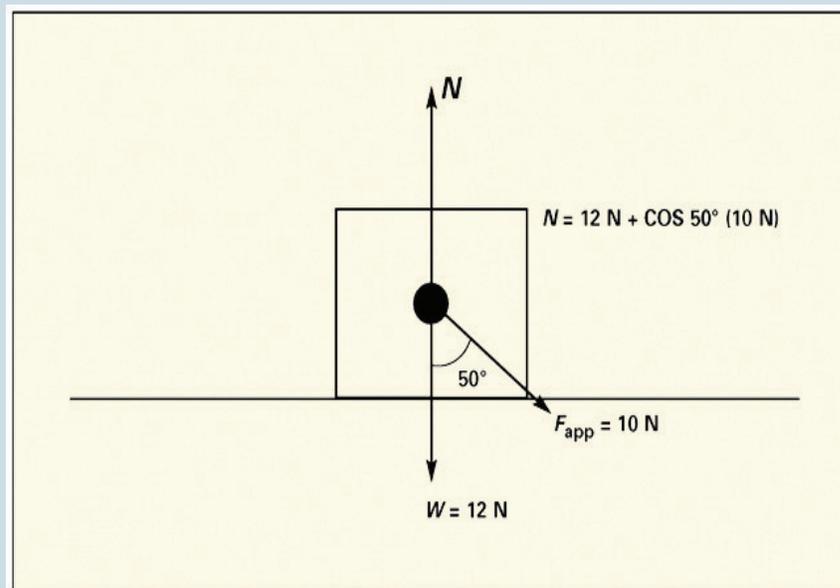
Snapshot 7.4. Force and Motion Integrated ELA/Literacy and Science in Grade Ten (cont.)

information in a very short space, so we are going to use a strategy to make sure we understand everything. As we read a section, we are going to write questions that connect information from the paragraph with information in the diagrams or formulas. I am going to model how to write these types of questions for the first section and, then, you are going to work with your lab partners on writing some questions of your own. Afterwards, we will check our understanding by answering the questions together.”

Ms. Shankle gives the class several minutes to read the section about calculating the normal force, which contains the following text and accompanying diagram:

To determine the magnitude of the normal force (N), start by drawing a free-body diagram depicting all the forces acting upon the object. Remember that a free-body diagram is a type of vector diagram in which the length and direction of the arrows indicate information about the forces. Each force arrow in the diagram is labeled to specify the exact type of force.

Next, align the coordinate system so that as many of the forces are parallel or perpendicular to it as possible. Forces directed at an angle, such as a push on a large box, have two components: a horizontal and a vertical component. Those components are calculated using the magnitude of the applied force (F_{app}) and the angle at which the force is applied ($\theta = 50^\circ$ in the diagram). Assuming minimal to no friction, the normal force (N) acting upon the large box will have a value such that the net vertical force on the box is equal to zero. In this case, the normal force (N) upward would be equivalent to the sum of the downward forces, which would include the perpendicular component of F_{app} and the force due to the weight of the box (W).



Ms. Shankle then talks through how she would formulate a question to connect information from the paragraphs with the diagram.

Snapshot 7.4. Force and Motion Integrated ELA/Literacy and Science in Grade Ten (cont.)

"I want to make sure I am relating the written information in this section with the diagram provided here. The paragraph is describing a step in solving problems about force, and the step includes *drawing the free-body diagram*. The diagram here is just one example. I want to remember the author's points about what the free-body diagram should show, not just what is shown on this particular diagram. One question I could ask is: 'What is the length of the arrow, or vector, used to show?' That would check whether I remember the important information about how to depict the forces. To answer this question, I need to relate the information in the paragraph with the example provided in the diagram. The length of the arrow reflects the magnitude of the force."

Ms. Shankle records her question on the board (What is the length of the arrow, or vector, used to show?) and asks her students to write it in their notebooks or type it using a computerized device. Next, she asks the lab partner pairs to collaboratively generate another question that would check their understanding of how the written paragraphs connect to the diagram. As she walks around the room monitoring their work, Ms. Shankle notices that several partners are writing questions about the normal force being drawn perpendicular to the surface of contact or the direction of the arrow showing the direction in which the force is acting. If a pair finishes quickly, she asks the students to continue writing additional questions and challenges them to develop questions that would require someone to think carefully and critically.

However, not everyone shows this level of skill with the strategy. For example, one pair of students wrote a question specific to the formula in the example diagram (Normal force N is equal to $12N$ plus what?). She talks to this pair of students about how to reword the question to apply to other situations and to remind them of the connection between drawing free-body diagrams and applying equations to solve problems. With her guidance, the students rewrite the question as follows: When there is a force applied at an angle to the horizontal, the normal force is determined in what two components?

After each set of lab partners has composed at least one question, Ms. Shankle asks several students to share what they had generated. She used the students' suggested questions as peer models for different ways questions could be worded, and together they discuss to what extent the questions can be evaluated based on their usefulness in checking for a reader's understanding of the text's important points. As students offer their questions, Ms. Shankle lists them all on the board and asks students to copy them into their notebooks. She then instructs the pairs of students to return to the text in order to answer each question.

CA CCSS for ELA/Literacy: RST.9–10.1, 3–7, 10; SL.9–10.1; L.9–10.6

Related CA Next Generation Science Standards:

HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Disciplinary Core Idea

PS2.A Forces and Motion

Source

Adapted from

Kosanovich, Marcia L., Deborah K. Reed, and Debra H Miller. 2010. "Comprehension Vignette/Science." *Bringing Literacy Strategies into Content Instruction: Professional Learning for Secondary-Level Teachers*, 70–74.

Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Content knowledge is supported, as are all the themes, by wide reading. Accordingly, teachers plan a program of independent reading that encompasses literature, literary nonfiction, and nonfiction to support students' knowledge acquisition. See the section on wide reading and independent reading in chapter 2 of this *ELA/ELD Framework* and in the overview of the span in this chapter.

Foundational Skills

For information on teaching foundational skills to high school students who need this strategic support, see the Foundational Skills section in the overview of this chapter, as well as chapter 9, *Access and Equity*, in this framework.

English Language Development in Grades Nine and Ten

In grades nine and ten, ELs learn English, learn content knowledge through English, and learn about how English works. English language development occurs throughout the day across the disciplines (integrated ELD) and also during a time specifically designated for developing English based on ELs' language learning needs (designated ELD). In integrated ELD, ninth- and tenth-grade teachers use the CA ELD Standards to *augment* the ELA or other content instruction they provide. For example, to help ELs at the Emerging level of English language proficiency to write an argumentative essay, teachers might offer substantial support by providing a graphic organizer that structures the essay into the stages of the text type (e.g., position statement with issue and appeal, argument with points and elaboration, reiteration of appeal). They guide their students to analyze model essays as *mentor texts*, highlighting the rhetorical moves that are typical of arguments (e.g., discussed as *ethos*, *pathos*, and *logos*) and particular language features that are expected in arguments (e.g., use of particular vocabulary and phrasing to persuade the reader or text connectives to create cohesion).

Teachers might explicitly teach select general academic vocabulary words (for example, determine, consequences) or particular grammatical structures (modal verbs to temper statements, such as should, might, could) so that the students feel confident in using them in their own writing. Teachers also provide sentence or paragraph frames for key phases of the essay, and they might also provide bilingual dictionaries and thesauruses so the students can include precise vocabulary related to the topic and text structure. Students at the Expanding and Bridging levels of English language proficiency likely do not need this level of linguistic support. However, all EL students need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 7.20 presents a section of the CA ELD Standards (ELD.PII.9–10.1) teachers can use, in tandem with the CA CCSS for ELA/Literacy and other content standards, to plan instructional support differentiated by proficiency level and need for scaffolding.

Teachers might explicitly teach select general academic vocabulary words (for example, determine, consequences) or particular grammatical structures (modal verbs to temper statements, such as should, might, could) so that the students feel confident in using them in their own writing.

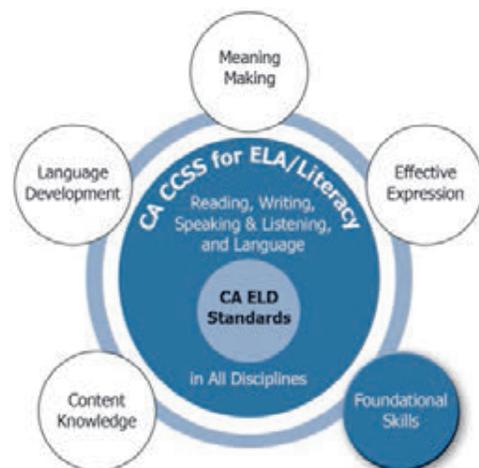


Figure 7.20. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part II: Learning About How English Works		
English Language Development Level Continuum		
<p>1. Understanding text structure</p> <p>Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.</p>	<p>1. Understanding text structure</p> <p>Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p>1. Understanding text structure</p> <p>Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p>

Designated ELD is a protected time during the regular school day when qualified teachers work with ELs. Students are grouped by similar English proficiency levels and linguistic needs, and teachers focus on critical academic language the students need to develop to be successful in content subjects. Designated ELD time is an opportunity for teachers to focus deeply on the linguistic resources of English that ELs need to develop to engage with and make meaning from academic content, express their understandings of content, and create new content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time. However, the content focus is derived from ELA and other curricular areas.

Students entering U.S. schools in ninth and tenth grades at the lower levels of English language proficiency need to develop these skills in an *intensive* and *accelerated* program of English language development study so that their academic studies are not compromised. Long-term English learners, that is, students who have been in U.S. schools for more than five years and have still not advanced beyond the Expanding level of proficiency in English, also need *intensive* instruction in academic English. Long-term English learners need to be explicitly taught how to recognize and analyze academic vocabulary, sentence structures, discourse structures, and text structures, and should be expected to actively and accurately use academic language in their own oral and written expression. For additional information on a comprehensive approach to ELD that meets the unique needs of ELs at different levels of English language proficiency, see English language development in the overview of the grade span in this chapter.

Snapshot 7.5 provides an illustration of a newcomer program for recently-arrived EL students in grade ten. In this example, a team of teachers works together to jointly plan curriculum and instruction, devise specific program supports, and teach newcomer EL students.

Snapshot 7.5. High School Program for Newcomer English Learners in Grade Ten

Los Rios High School's program for recently arrived immigrant adolescents provides a robust academic curriculum for ELs at the Emerging level of English language proficiency who are within their first years in the U.S. School faculty and staff understand that adolescent ELs who are newly-arrived immigrants and need to learn English are among the most vulnerable subgroups of ELs, especially when they have gaps in their educational backgrounds. In developing the program and curriculum, teachers and administrators researched successful newcomer programs in the U.S. and affirmed their commitment to guiding students to:

- Engage meaningfully with intellectually rich academic content
- Think critically about complex problems and texts
- Work collaboratively with peers
- Communicate effectively in a variety of ways
- Develop an academic mindset
- Acculturate to the United States school system
- Develop and strengthen their native language literacy skills

The school views newcomer EL students' abilities to navigate multiple cultural worlds, speak more than one language, and collaborate with diverse groups of people as assets in a global society. The program Los Rios has designed, and continuously refines, includes a two-semester intensive program during the students' first year in the U.S. Students can exit after one semester if they are ready, or stay a little longer if needed. This flexibility allows the school to meet the diverse needs of newcomer students and is especially beneficial for those who can benefit from more time to adjust to their new environment. This is especially important for adolescents with severely disrupted educational backgrounds and/or traumatic experiences, such as living in a war zone before immigrating to the U.S.

Upon their arrival at the school, students are assessed in their primary language as well as in English to determine how teachers can most effectively differentiate instruction, and class size is capped at 25 students. The intensive first year program is taught by an interdisciplinary team of five teachers (math, science, social studies, language arts, arts) who also teach mainstream courses at Los Rios to which newcomer EL students will eventually transfer; such continuity supports the students' transition and ongoing progress. The teaching team has the same learning goals for newcomer EL students as they do for students who are native English speakers. Newcomer ELs engage in the same content and type of small group work that students in mainstream classes do; however, their teachers focus additional attention on the needs of high school students who are very new to the U.S. and are at the early stages of learning English as an additional language.

The types and levels of scaffolding that teachers provide are what distinguish the program. All of the teachers incorporate inquiry-based learning into their coursework with a heavy emphasis on collaboration and meaningful communication. Students engage in rigorous hands-on projects, using English to work together, write, and orally present to the entire class about their projects. Although there are many different primary languages in the classroom and English is the common language used to communicate, teachers encourage students who share the same primary language to speak with one another in that language, so they can more readily develop understanding as they conduct research about the content they are studying.

Snapshot 7.5. High School Program for Newcomer English Learners in Grade Ten (cont.)

The teachers help students understand that they can transfer knowledge from their primary language to English, while also making clear that students will eventually need to use English to convey this knowledge. Teachers do not insist that students use perfect English; rather, they provide a supportive and safe learning environment that encourages students to take risks and use English meaningfully.

Teachers have seen students flourish as they engage in projects that provide numerous opportunities to use English meaningfully, develop sophisticated content knowledge, and be supported by peers. In her combined ninth- and tenth-grade integrated algebra class, Ms. Romero uses project-based learning to engage newcomer EL students with an essential question related to measuring length indirectly. For one project students make a scale model of the school building. To begin, Ms. Romero has students work in groups to generate at least one question that can become a mathematical problem related to their task. After much dialogue in small groups and with the whole class, she asks students which mathematical concept(s) their questions address. The students then go outside to measure the height of the school building and the things surrounding it, such as trees, using an inclinometer, which measures the angle of elevation, thereby permitting the students to determine the height indirectly. Ultimately, they make oral presentations and write about the concepts learned through the project. As students engage in this hands-on project, they are simultaneously developing the ability to communicate effectively in English using sophisticated math language, learning critical content knowledge, and collaborating with their peers in ways that prepare them for college, community, and careers.

In tenth-grade biology, the students learn about DNA. The science teacher, Mr. Lee, teaches the same biology content to his newcomer ELs as he does to his mainstream classes, but he constantly focuses on supporting his newcomer students' English language development by providing planned and just-in-time scaffolding. For example, Mr. Lee frequently *amplifies* the technical science vocabulary students need to understand and be able to use in order to fully engage with the content, as illustrated in the following example:

Mr. Lee: We need a good verb that means (using gestures) going into a cell and taking out the DNA.

Suri: Extract!

Mr. Lee: Extract! So, we extracted your DNA last week. This week we need to replicate, or copy, your DNA.

Using their smartphone dictionaries and thesauruses to delve into the new science vocabulary they are learning, Mr. Lee's students work in pairs using a template he has provided for recording information about the words:

Word in English	Part of Speech	Word in My Language	Meaning
template			
replicate			
complimentary			

When students are ready to transition to mainstream English classes, which all include integrated ELD, a *transition profile* is developed, and the school follows a systematic monitoring plan to ensure that they continue to progress. The students' transition into

Snapshot 7.5. High School Program for Newcomer English Learners in Grade Ten (cont.)

mainstream coursework is carefully thought out, and clusters of newcomer students are placed in heterogeneous classes with native English speaking peers as well as other EL students. The newcomer EL program teachers co-sponsor an extracurricular international club that includes a peer network of native English speaking students and ELs. The native English speaking students in the club also serve as peer teaching assistants in the newcomer program, and many of them are in the classes that students transition into once they exit the intensive program. The teachers have found that intentionally finding ways for different groups of students to interact meaningfully creates bonds between students that may not arise in traditional mainstream courses.

Newcomer EL students receive credits toward graduation for the courses they take, and many graduate after four years of study, but for some students it may take a little longer in order to complete their graduation credits. Guidance counselors receive specialized professional learning to serve as mentors for supporting newcomer EL students' adjustment to school life, class scheduling, and college and career planning. The school's family liaisons provide support to the newcomer students and their families by acting as translators/interpreters, bringing qualified interpreters into conversations with parents when needed, and by referring parents to appropriate services in the community, such as refugee assistance centers or cultural and community organizations. In addition, Los Rios provides intensive and on-going professional learning for all teachers and counselors, including time to learn new approaches, practice and reflect on them, collaborate on unit and lesson planning, and observe one another teaching.

Sources

Adapted from

Short, Deborah J., and Beverly A. Boyson. 2012. *Helping Newcomer Students Succeed in Secondary Schools and Beyond*. Washington, DC: Center for Applied Linguistics.

Teaching Channel. "Deeper Learning Video Series: Deeper Learning for English Language Learners."

Additional Information

To see models of newcomer programs, visit the following Web sites:

- Center for Applied Linguistics - Secondary Newcomer Programs in the U.S. (<http://webapp.cal.org/Newcomer/>)
- Oakland International High School (<http://www.oaklandinternational.org/>)
- International Network for Public Schools (<http://internationalsnps.org/international-high-schools>)

ELA/Literacy and ELD in Action in Grades Nine and Ten

Both the CA CCSS for ELA/Literacy and the CA ELD Standards call for students to develop approaches for analyzing complex texts in deep and thoughtful ways with the goal of making meaning. For example, the CA CCSS for ELA/Literacy Reading for Literature Standard 6 for grades 9–10 (RI.9–10.6) asks students to “analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.” At the same time, CA ELD Standard 6a in Part I for grades 9–10 at the Expanding level (ELD.PI.9–10.6a. Ex) calls for students to “explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close

reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.”

Both sets of standards also emphasize the importance of academic language awareness—including how to use general academic and domain specific vocabulary and complex grammatical structures—when reading, discussing, and writing literary and informational texts. For example, the CA CCSS for ELA/Literacy Language Standard 3 for grades 9–10 (L.9–10.3) states that students should be able to “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 listening.” Similarly, and to emphasize the importance of language in content learning, CA ELD Standard 4 in Part 1 for grades 9–10 at the Expanding level (ELD.PI.9–10.4.Ex) calls for EL students to develop the ability to adapt and “adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).” This is another way in which the CA ELD Standards augment or amplify the intent of the CA CCSS for ELA/Literacy.

Accordingly, teachers prepare units and lessons carefully to focus purposefully on content understandings and language and literacy development. Teachers select challenging texts that are worth reading and rereading and that are relevant to students. As a part of planning, teachers read the texts ahead of time to determine which concepts, elements of comprehension, and language (including vocabulary and grammatical structures, as well as poetic or figurative uses of language) might pose challenges for their students and which might also present opportunities for students to extend their content understandings, linguistic repertoires, and their abilities to *interact with and question* the texts they read. Teachers plan a sequence of lessons that builds students’ abilities to read and understand complex texts with increasing independence in ways that constantly and progressively work toward larger goals, such as end-of-unit performance tasks. This requires teachers to analyze the cognitive and linguistic demands of the texts, including the sophistication of the ideas or content, students’ prior knowledge, and the complexity of the vocabulary, sentences, and organization. Teachers consider the kind of language required by the planned oral and written tasks and prepare many appropriately scaffolded opportunities for students to use this language meaningfully before they are asked to produce it independently. Teachers use and discuss mentor texts so that students have models to analyze and emulate.

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High school students need many opportunities to read a wide variety of texts and to discuss them, asking and answering literal and inferential text-dependent questions to determine the meanings in the text and to evaluate how well authors present their ideas.

Teachers also provide clear scaffolding to help students read texts analytically. High school students need many opportunities to read a wide variety of texts and to discuss them, asking and answering literal and inferential text-dependent questions to determine the meanings in the text and to evaluate how well authors present their ideas. To this end, teachers—as expert readers themselves—can demonstrate close reading by modeling a think aloud for students, highlighting the literal and inferential questions they ask themselves and emphasizing the features of language and ideas they notice while reading. In addition, teachers can provide opportunities for students to engage meaningfully with Web-based and other multimedia

resources (e.g., videos, multimedia presentations, photographs) on topics related to the reading, to expand students' knowledge and to support comprehension as well as discussion of high-level concepts. Integrating technology reflects students' lived experiences, which typically involves immersion in various types of media.

Importantly, for all students, and especially ELs, teachers explicitly draw attention to the language of texts, including how different types of texts are organized and how writers use particular language resources (e.g., text connectives, long noun phrases, types of verbs, general academic and domain-specific vocabulary) to achieve specific purposes (e.g., to persuade, to explain). Examples of specific language resources students can learn to identify and use deliberately are text connectives to create cohesion (e.g., *for example, unexpectedly, in the end*); long noun phrases to expand and enrich ideas in sentences (e.g., *"the ability to legislate behavior in areas not specifically set forth in the Constitution."* [NGA/CCSSO 2010b: Appendix B, 132]); complex sentences to establish relationships between ideas (e.g., *"I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against 'outsiders coming in'"* [NGA/CCSSO 2010b: Appendix B, 127]); and figurative language to evoke images and emotions (e.g., *"The streets were ruptured veins. Blood streamed till it was dried on the road, and the bodies were stuck there, like driftwood after the flood"* [NGA/CCSSO 2010b: Appendix B, 109]). Providing students with many opportunities to discuss language choices made by writers and how the choices convey meanings enhances students' comprehension of complex texts, offers them options for writing, and develops their metalinguistic awareness.

Lesson planning should anticipate year-end and unit goals and incorporate framing questions, such as those provided in figure 7.21.

Figure 7.21. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The ELA/literacy and ELD vignettes that follow illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

Vignette 7.1 demonstrates how a teacher might implement the CA CCSS for ELA/Literacy and the CA ELD Standards in tandem during ELA/literacy instruction (in which ELD is *integrated* into instruction using the CA ELD Standards) in grade ten. Students consider the history and impact of European colonization in Africa by reading and interacting with primary source material and the novel *Things Fall Apart* by Chinua Achebe.

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten

Background

This year at John Muir high school, the tenth-grade world literature teacher, Ms. Alemi, and the tenth-grade world history teacher, Ms. Cruz, have decided to collaborate and align their major units of instruction so that their students can see the connections between the content taught in each discipline. For example, they have noticed that a number of the reading selections and novels for the tenth-grade world literature class would support students' understandings of the historical concepts and time periods addressed in Ms. Cruz's world history course. Before the school year begins, they meet to collaborate, to determine where their curricula already intersect, and then begin planning interdisciplinary units that align content and literacy in the two courses.

One of their tasks is to ensure that the novels, poems, short stories, and other texts that students read in Ms. Alemi's English class are related to and reinforce the ideas taught in Ms. Cruz's history class. They read the texts they will use in the interdisciplinary units ahead of time, analyzing them for their themes and connections to one another, and assessing the texts' linguistic and rhetorical challenges, particularly for their students who are learning English as an additional language. About 30% of the students in their classes are ELs, and most are at the late Expanding and early Bridging levels of English language proficiency. As the two teachers begin implementing the units in their respective classrooms, they meet frequently after school to reflect on successes and challenges and to make refinements based on their observations and assessments of students' conversations and writing tasks.

Ms. Alemi and Ms. Cruz want to help students understand that an author's perspective is socially, historically, and culturally positioned (e.g., Afrocentric versus Eurocentric perspectives). They want students to critically analyze the messages they encounter in texts as they prepare for college and careers and responsible and engaged citizenship. To this end, the teachers employ and teach rhetorical strategies that will enable students to critique texts and to understand how authors leverage literary devices, linguistic resources, and particular rhetorical moves to present their ideas. Teachers also help students consider how writers tell their own stories as they write or rewrite history through varied literary and informational genres.

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

Lesson Context

Ms. Cruz's tenth-grade world history class is beginning a unit on the era of New Imperialism that took place roughly from the 1830s until the beginning of World War I in 1914. During this period, European powers, the United States, and later Japan sought to build large overseas empires through colonial expansion. She uses the assigned history textbook as the main source for informational and background text for the unit; however, she also has chosen a number of primary sources to include, such as images and cartoons, poems, first-hand accounts, and speeches.

Ms. Cruz begins the world history unit with passages from the primary source *The Dual Mandate in British Tropical Africa* written by Lord Frederick Lugard, the first British governor-general of Nigeria. The book exemplifies the major justifications for European powers building their colonial empires throughout the world and explains the nature of the *dual mandate*, which asserted that both the colonizer and the colonized would benefit from colonial expansion. She provides students with various types of justifications (economic, religious, social Darwinism, etc.) and students work together to pull quotes from the document that exemplify each particular category. Students read information in their textbooks and other sources that discuss the European powers' motivations for colonizing other nations, including case studies of particular areas in Africa (and other countries later in the unit). The students will use the information they gather from primary sources, their textbook, and other readings to write a historical argument on imperialism. The primary investigative question for the world history part of the unit and the learning goals Ms. Cruz has set for her students are as follows:

Big Question: *What is colonization's lasting impact in Africa and Europe?*

Learning Goals:

Students will analyze the motives and justifications for imperialism and their validity.

Students will consider the positive and negative impacts of imperialism upon indigenous people and their nations.

Students will explain imperialism from the perspective of the colonizers and the colonized.

Meanwhile, in world literature, Ms. Alemi's students begin a unit on African literature by reading *Things Fall Apart*. Written in 1958 by Nigerian writer Chinua Achebe, the novel takes place in eastern Nigeria at the end of the 19th century and deals with interwoven narratives: that of Okonkwo, a respected tribal leader and *strong man* who falls from grace in his Igbo village, and the clash of cultures and changes in values brought on by British colonialism. The story depicts the life of Okonkwo and his family while also showing the tragic consequences of his actions and portraying events that are beyond his control. In interviews, Chinua Achebe said that he became a writer in order to tell the story from his and his people's (the Igbo) perspective. Written in English (the language of the British colonizers), the novel was, in large part, a counter-narrative and response to colonial texts, (e.g., Joseph Conrad's *Heart of Darkness*) which often represent Africans as savages or animals.

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

In addition to supporting the learning goals Ms. Cruz set for students in world history, Ms. Alemi and Ms. Cruz selected the book because it expands their students' knowledge of world literature and provides students with an opportunity to discover universal messages and themes through the lens of the Igbo people and culture. As the teachers research the novel, they learn that "One of the things that Achebe has always said, is that part of what he thought the task of the novel was, was to create a usable past. Trying to give people a richly textured picture of what happened, not a sort of monotone bad Europeans, noble Africans, but a complicated picture" (Anthony Appiah, Princeton University Professor). The teachers are eager for students to explore these complex ideas and hope to connect them to events currently taking place throughout the world.

Ms. Alemi will facilitate students' deep analytical reading of the novel, which will prepare them to read other texts more carefully and critically, including another novel they will select from contemporary Nigerian literature. Over the course of the unit, Ms. Alemi will engage her students in *digging deeply* into the novel, *branching out* to other texts, and *harvesting* the knowledge they have gained by applying it to other readings. The interactive literacy tasks Ms. Alemi will implement in this unit include the following:

- **Digging Deeply:** Together (as a whole class and in small groups), read and discuss the novel, *Things Fall Apart*, by Chinua Achebe and engage in various activities to understand the novel better:
 - Examine particular sections of the novel to explore themes, discuss literary and rhetorical choices (e.g., similes, use of Igbo words and phrases), and work to discover Achebe's and the Igbo people's perspectives
 - Create an interactive timeline of the novel, tracking the important (and often tragic) events in Okonkwo's life
 - Track the themes, motifs, symbols, proverbs, and folktales in the novel
 - Storyboard the five Igbo folktales that Achebe incorporates at strategic points in the novel and discuss how they reinforce the storyline and emphasize the values of the Igbo culture
 - Engage in debates on questions related to the major themes (e.g., Why does Okonkwo reject all things feminine, and what are the consequences?)
 - Read and discuss (in expert jigsaw groups) various expert opinions on the novel
 - Consider the impact of Achebe's stylistic choices on themselves as readers
 - Jointly construct (as a whole class) a short literary analysis on one theme from the novel
- **Branching Out:** Together (as a whole class and in small groups), listen to and discuss some of the following suggested oral and written texts related to *Things Fall Apart* in order to better understand the themes in the novel and the author's perspective:
 - Talks by and interviews with Achebe and other Nigerian novelists giving their perspectives on themes from the novel (e.g., masculinity and femininity, cultural conflict)

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

- Interview with Chinua Achebe on the 50th anniversary of the novel (http://www.pbs.org/newshour/bb/entertainment-jan-june08-achebe_05-27/)
- TED Talk by Komla Dumor (<http://tedxeuston.blogspot.co.uk/2013/03/komla-dumor-at-tedxouston-2013-telling.html>)
- TED Talk by Chimamanda Adichie (<http://tedxtalks.ted.com/video/We-should-all-be-feminists-Chim>)
- Talks at TEDxEuston (which focus on inspiring ideas about Africa) (<http://tedxeuston.com/TedxEuston/index.php/joomlaorg>) – no longer available
- o Short stories and essays related to the themes and cultural context of the novel (e.g., “The Albino” by Adetokunbo Gbenga Abiola)
- o Hip-hop lyrics that address themes in the novel (e.g., gender roles, relationships, change, injustice)
 - The Roots’ “Dear God 2.0” (<https://www.youtube.com/watch?v=32Qr5oKKP-M&noredirect=1>)
 - Tupac Shakur’s “Keep Ya Head Up” (<https://www.youtube.com/watch?v=HfXwmDGJAB8>)
 - Emmanuel Jal’s “We Want Peace” (<https://www.youtube.com/watch?v=g1ZEJWVSiEI&list=PL5689732C28CE51B9>)
 - Spoken word performances that address themes in the novel (e.g., gender roles, relationships, change, injustice) Suheir Hammad’s TED Talk “Poems of War, Peace, Women, Power” (http://www.ted.com/talks/suheir_hammad_poems_of_war_peace_women_power)
 - Shane Koyczan’s “To this Day” (<https://www.youtube.com/watch?v=ltun92DfnPY>)
- **Harvesting:** In small interest groups (formed by students who select the novel of their choice), engage in *collaborative* literacy projects:
 - o *Read and discuss* one other Nigerian novel (e.g., *Graceland* by Chris Abani; *Purple Hibiscus* by Chimamanda Ngozi Adichie), using structured protocols for careful reading and collaborative conversations
 - o *Discuss*, in small groups, connections, similarities, and differences (themes, stylistic choices, rhetorical purposes) between Achebe’s *Things Fall Apart* and the second novel read by the students
 - o *Write* a brief analysis of a connection, similarity, or difference between the two novels citing strong and thorough textual evidence
 - o *Compose* an imaginary conversation that Okonkwo might have were he to meet one character from the chosen novel
 - o *Write* and refine a literary analysis of the chosen novel, using a class-generated framework of necessary elements (end of unit performance task)

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

- o Create an original media piece based on the written literary analysis exploring one of the themes in depth and creatively using excerpts and/or visuals reflecting images from the novel itself and from the unit in general (e.g., from the essays, short stories, talks, and lyrics) (end of unit performance task)

The learning target and cluster of standards for the first lessons in the world literature unit follow.

Learning Target: Students will explore author's perspectives and cultural experiences reflected in a work of world literature and discuss how history can be revised through writing.

CA CCSS for ELA/Literacy: *RL.9–10.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; RL.9–10.2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text; RL.9–10.3 – Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme; RL.9–10.6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature; W.9–10.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research; W.9–10.10 – Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences; SL.9–10.1a – Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; L.9–10.3 – 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 listening.*

CA ELD Standards (Bridging): *ELD.PI.9–10.3 – Negotiate with or persuade others in conversations in appropriate registers using a variety of learned phrases, indirect reported speech, and open responses to express and defend nuanced opinions; ELD.PI.9–10.6b – Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials; ELD.PI.9–10.8 – Explain how a writer's or speaker's choice of a variety of different types of phrasing or words produces nuances and different effects on the audience; ELD.PI.9–10.11a – Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.*

Related CA History–Social Science Standards:

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines. 10.4.3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Lesson Excerpts

To leverage her students' background knowledge from their history class and to contextualize the novel *Things Fall Apart*, Ms. Alemi displays a map of Africa and draws her

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

students' attention to Nigeria (<http://www.learner.org/courses/worldlit/things-fall-apart/explore/>). She explains how the country's borders were created as a result of new imperialism in Africa, which students have been learning about in their history class. She asks students to briefly discuss at their tables what they recall from the discussion they had in history class about Lord Lugard's *Dual Mandate*, and she listens to their conversations to determine which ideas they currently grasp. She then explains that the novel they will be reading is partly about the clash of cultures brought on by British colonialism in Nigeria, told through the story of one man from an Igbo village who conveys a perspective shared by many Igbo people. To orient students to elements of the Igbo culture, she shows them a brief video clip of a traditional Igbo ceremony performed by a contemporary dance troupe (<https://www.youtube.com/watch?v=i2TUWa2TOOI>).

Ms. Alemi: The author of *Things Fall Apart*, Chinua Achebe, used an African proverb to explain the danger of having one's story told only by others: "Until the lions have their own historians, the history of the hunt will always glorify the hunter."

She posts the proverb on the whiteboard and asks the students to discuss their ideas on its meanings with a partner. After the students share in pairs and a few students share out in the whole group, Ms. Alemi sets a purpose for reading:

Ms. Alemi: As we read this novel, from time to time, I would like you to think about this proverb and ask yourselves in what ways Achebe's novel provides an alternative story or counter-narrative that challenges how European writers have historically represented life in the traditional, pre-colonial culture of the Igbo people of Southeastern Nigeria. Achebe said that people who have been written about should also participate in telling their own stories, and our task is not only to understand the story of the novel, but also to decipher Achebe's telling of his Igbo people's story.

Ms. Alemi provides each of her students with a copy of the novel, a glossary of Igbo words they will encounter, and a notetaking guide, which they will use *while reading* to document important events, characters' attitudes and behaviors, Igbo proverbs and folktales used to reinforce ideas, and illustrative quotes. For the first two chapters, Ms. Alemi reads aloud as students follow along. She stops at strategic points to explain ideas and terms and ask the students focus questions, which she gives them time to discuss with a partner. She then guides them to take notes in their notetaking guides and on sticky notes, which they place directly in the book. At the end of each chapter, she refers students to the following questions listed on their notetaking guides (with space for students to record their ideas) and posted on the board. She asks students to discuss the questions with a partner and, using their notes, to find evidence from the text to support their ideas:

- *So far, what do we know about Okonkwo and his family?*
- *What do we know about Umuofia and the Igbo people?*
- *What messages about the Igbo people do you think Achebe is trying to convey? How is he conveying these messages?*

She asks students to refer to their "Scholarly Discourse Ideas" chart and to use some of the sentence starters or similar language as they converse. Part of the chart is shown below.

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

Scholarly Discourse (some ideas)	
<p><i>Stating an opinion and citing evidence:</i> The author creates the impression that ____ by ____. In the part of the text where it says ____, we can infer that ____. This language indicates that ____. On page ____, this language/event/behavior suggests that ____.</p>	<p><i>To build on or politely disagree with someone's ideas:</i> I heard you say ____, and I have not thought about that before. However ____. That's an interesting observation, and I would like to add to it. ____. One thing we have not discussed is ____. Have you considered this idea? ____.</p>

After the students have had several minutes to share their ideas in pairs, she asks them to compare their thoughts with the other pair at their table groups (each table group has four students) for a few more minutes. She then asks the table groups to collaboratively generate a short paragraph that concisely responds to the questions, using textual evidence. Each table group member must write the same paragraph in his or her notetaking guide. She gives students several more minutes to generate and write their paragraphs, and then she calls on a student from each table to share the statement the group generated while the students listening take notes on anything they hear that they did not have in their paragraphs. Ms. Alemi then facilitates a whole group discussion during which students can ask questions, clarify their thinking, and explore ideas.

Katia: Our group wrote that Okonkwo was a (looking at her paragraph) fearsome warrior and also a, well, kind of a jerk. For example, on page 14, it says that he is constantly nagging and beating his son. But when I was listening to what the other groups wrote, it made me think differently.

Ms. Alemi: Can you elaborate on that?

Katia: I mean, when someone said that maybe Okonkwo was scared of being weak like his father, he went overboard and was extra "manly." So, I think it makes it more complicated.

Ms. Alemi: What is more complicated?

Katia: He is. Okonkwo is more complicated because he is not just an evil person. Maybe he was being so fierce because he was afraid of turning out like his father.

Over the next several days, Ms. Alemi engages the students in reading the rest of the novel in various ways, including silent reading (in class and at home) and paired oral reading. She may choose to read a few selected passages aloud.

Digging More Deeply

At the end of selected chapters or groups of chapters, the table groups work together collaboratively, using notetaking guides, reading journals, and the novel to track particular aspects of the text. For example, one thing they track is the sequence of events on a timeline, along with the major events that occur in Okonkwo's life and in the Igbo village. The groups work together to identify these major events, and then the class decides what they will write

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

on the Google Doc timeline (a different student serving as the scribe each time). The timeline grows and changes as students progress through the novel and determine the most significant events. An excerpt from the timeline, showing some of the tragic events in Okonkwo's story, follows.

← <i>Things Fall Apart</i> Timeline →					
Orientation	Complications and Their Resolutions Events (both joyful and tragic)				Final Resolution
Okonkwo is a <i>strong man</i> in an Igbo village, widely known and respected as a fearless warrior, a man of tradition with three wives and land.	Okonkwo feels deeply insecure about turning out like his father—weak and <i>effeminate</i> . He works hard to <i>make it</i> as a wealthy and strong man.	Okonkwo joins in the group murder of his adoptive son, Ikemefuna, out of fear of seeming weak and cowardly.	Okonkwo accidentally kills a boy during a funeral (a <i>feminine</i> crime) and is exiled for seven years to his mother's homeland. He starts to see his people <i>falling apart</i> during his exile.	White colonialists show up and convert many Igbo people, including Okonkwo's oldest son, Nwoye to Christianity. They arrest Okonkwo and other Igbo men who refuse to convert and humiliate them in jail.	

As the students work together in their table groups, Ms. Alemi plays contemporary Nigerian or Nigerian-influenced music (e.g., WizKid [<https://www.youtube.com/watch?v=pAV4KID86E8>], Antibalas [<https://www.youtube.com/watch?v=11IgjOCxhLQ>]) in the background, which the students enjoy and which may prompt them to explore the music and music videos of these artists on their own. When they track the themes of the novel, each table group is responsible for adding evidence that illustrates the theme, using a template posted on Google Docs. The students each have a tablet where they can add the information to the Google Doc as they work through the text, and they take turns entering the textual evidence (either by paraphrasing or using quotes), along with the page number. Students deepen their understandings of the novel's themes as they progress through the unit. For example, they begin by calling a theme *language is important*, but as they progress into the novel, they rename it *language as a sign of cultural difference* and later add to that *and pride*. The template they use is provided below.

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

Tracking Themes (include chapter and p. #) Themes: The universal ideas explored in a literary text	
The Struggle Between Change and Tradition	Gender (What it means to be a man or a woman)
Language as a Sign of Cultural Difference	Family and Community (Collective existence)
Traditions and Customs	Fate and Free Will

The students also track the motifs and symbols in the novel and, importantly, the Igbo proverbs and folktales that Achebe used at strategic points in the story, referring to evidence in the text. After the table groups add descriptions, explanations, and text excerpts, they refine their ideas using the Google Doc template that follows.

Tracking Motifs and Symbols, Folktales, and Proverbs (include chapter and p. #) Motifs: recurring ideas or elements that help to develop themes Symbols: objects, characters, etc. used to represent abstract ideas or concepts <i>"Among the Igbo the art of conversation is regarded very highly, and proverbs are the palm-oil with which words are eaten." (p. 7)</i>		
Motifs and Symbols: Fire <ul style="list-style-type: none"> Okonkwo's nickname "Roaring Flame" (Ch. 17, p. 153): fierceness, masculinity, warrior 	Folktales: Vulture and the Sky (Ch. 7, pp. 53–54) <ul style="list-style-type: none"> Nwoye's mother sang it to him Gentle (women's) story about rain 	Proverbs: "If a child washed his hands, he could eat with kings" (Ch. 1, p. 8) <ul style="list-style-type: none"> Okonkwo earned his place as a leader

About a third of the way through the novel, Okonkwo participates in the murder of his adoptive son, Ikemefuna. To help students write their own literary analyses, Ms. Alemi provides many opportunities for them to examine and discuss other students' written analyses, using them as models for their own writing. After the murder of Ikemefuna, Ms. Alemi asks students to discuss experts' opinions on Achebe's use of the literary device *juxtaposition* to show the complexity of the character Okonkwo.

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

Excerpt from *Things Fall Apart* by Chinua Achebe On the death of Ikemefuna, Okonkwo's adopted son

"Okonkwo ruled his household with a heavy hand. His wives, especially the youngest, lived in perpetual fear of his fiery temper and so did his little children. Perhaps down in his heart Okonkwo was not a cruel man, but his whole life was dominated by fear, the fear of failure and of weakness . . ." (13)

"As a man who had cleared his throat drew up and raised his machete, Okonkwo looked away, he heard the blow. The pot fell and broke in the sand, he heard Ikemefuna cry, 'My father! They've killed me!' as he ran towards them. Dazed with fear, Okonkwo drew his machete and cut him down." (61)

Each small group discusses a different expert's perspective. Some of the expert opinions (drawn from the Annenberg Learner *Invitation to World Literature* unit on *Things Fall Apart*) follow.

Juxtapositions: Okonkwo on the death of his adopted son

<p>Osonye Tess Onwueme (Playwright and Professor of Cultural Diversity and English, University of Wisconsin-Eau Claire):</p> <p>"Okonkwo was always trying to prove to himself, or to the world outside him, and to his society, that he was not going to be a failure like his father. It's like he has an agenda to embody that masculine value that the Igbo man was respected for, to show those principles of manhood."</p>	<p>David Damrosch (Professor of Comparative Literature, Harvard University):</p> <p>"Achebe's complex portrayal of Okonkwo is built up through juxtaposed scenes. The shocking episode of the killing of Ikemefuna is balanced, two chapters later, by the scene in which Okonkwo saves the life of his favorite daughter Ezinma, only surviving child of his wife Ekwefi."</p>
<p>Chuck Mike (Theater Director and Associate Professor of Theater, University of Richmond):</p> <p>"If you consistently believe that you have to 'be a man,' you don't handle your home affairs well. Rather than reason with his wives over matters where conflict evolves, Okonkwo beats them."</p>	<p>Kwame Anthony Appiah (Professor of Philosophy, Princeton University):</p> <p>"Ikemefuna is interesting because he is the character through whom we learn that Okonkwo has the capacity for gentleness and love and that it's because of his obsession with not being seen to have that capacity that he does things that are manly but bad."</p>

Ms. Alemi strategically groups students into groups of four or five students so that they can engage in a deep conversation about their expert opinion before they share their groups' findings with others who read another opinion. Among her considerations for grouping students are personal dynamics, academic and socio-emotional strengths and areas for growth, and English language proficiency (for ELs). She uses the expert group jigsaw strategy again to structure the collaborative conversations. Students refer to a discussion grid that contains spaces for them to record notes about the degree to which they agree with the expert's statement, the location of evidence in the text to support the statement, and explanations of the evidence. The procedure she uses is as follows.

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

Expert Group Jigsaw: *Things Fall Apart* Juxtapositions

- 1. Independent Reading: Read your expert opinion *independently* and take notes using the discussion grid (10 min.)**
- 2. Expert Group Discussions: Talk *within your expert group* (the people who read the same expert opinion as you) (15 min.):**
 - Share your notes
 - Listen and take notes while others share
 - Come to a consensus on (and write down) the textual evidence (at least three places in the novel that support the expert's opinion) that you will share in your jigsaw groups
 - Discuss the expert's opinion and the textual evidence to make sure you can explain it fully in your mixed jigsaw groups
- 3. Mixed Jigsaw Group Discussions: Talk in *mixed jigsaw groups* (you plus other people who read *different expert opinions than you*) (20 min.):**
 - Share the expert's opinion and the textual evidence that supports/illustrates it
 - Listen to the other people as they share and take notes
 - Discuss similarities and differences that emerged
 - Come to a consensus on (and write down) three big ideas from your conversation that you will share when you are back in your expert groups
- 4. Return to Expert Groups: In your expert groups, discuss what you learned in your jigsaw groups (10 min.)**
 - Share what you learned in your mixed jigsaw group
 - Listen as others share
 - Together, write a concise paragraph (or two) that sums up the juxtaposition.

As the groups engage in their conversations, Ms. Alemi circulates around the room to listen in and observe. One expert group, which includes two EL students at the late Expanding level of English language proficiency (Clara and Javier) is discussing Damrosch's opinion.

Thomas: I think what Achebe is showing is that Okonkwo is making up for killing Ikemefuna when he saves Ezinma's life. I found that on pages 85 and 86, where it says that he went to get medicinal trees and shrubs, and then he made her sit over it, even though she was coughing and choking.

Clara: Yeah, that's what a good parent does. And he really loved Ezinma because later, on page 108, he follows Chielo to the cave and tells Ekwefi to go home. I think he was worried about her, about Ezinma.

Javier: I have something to add to what you said. I think I remember that later on, he's remembering that he kept going back to the cave, like four times, because he was so scared that Chielo was going to do something bad.

Katie: Oh yeah! What page is that on? (The four students search in their texts.) Here, here it is. On page 112, it says that "he had felt very anxious but did not show it" and he waited a "manly interval" before he followed Chielo and Ezinma.

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

Javier: “It was only on his fourth trip that he had found Ekwefi, and by then he had become gravely worried.” So, I think there are two parts where it shows he’s not just a murderer. He really cares about Ezinma. That’s kind of creepy because he killed his son so easily.

Ms. Alemi: Great observations, all of you. When you share in your jigsaw groups, you will need to be very clear about all of the textual evidence that supports the expert’s opinion. You have got some of it, but now would be helpful to find some evidence showing how Ikefuma’s murder is *balanced* by those other scenes. Remember that you will need to explain the expert’s opinion first and then provide at least three pieces of evidence from the novel that support or illustrate the expert’s opinion, so you also need to find and discuss the scene with the murder, too.

Ms. Alemi has noticed that providing models of writing supports students in crafting their own literary analyses. She has also found that providing scaffolding—through examining literary analyses, jointly writing literary analyses, and providing her students with opportunities to collaboratively write them—results in higher quality writing. Ultimately, the students will write their analyses independently; however, she has found that providing these different levels of scaffolding along the way helps students learn how to write arguments of this type. Before students select another novel to read, where they will engage in a variety of collaborative literacy tasks, Ms. Alemi guides them to write a brief analysis of *Things Fall Apart*.

Ms. Alemi: Now that we have had a chance to delve deeply into the novel and read what experts have written, we are going to write a literary response together, or *jointly construct* part of what we might see in a longer literary analysis. In an interview with the Washington Post in 2008, Achebe said, “I want to sort of scream that *Things Fall Apart* is on the side of women . . . And that Okonkwo is paying the penalty for his treatment of women; that all his problems, all the things he did wrong, can be seen as offenses against the feminine.” What do you think Okonkwo’s offenses against women are? Do you agree that his downfall was brought on by his attitude toward women and his attitude toward manliness? Before we write the response together, I would like you to brainstorm some ideas in your table groups. Be sure to find textual evidence in your notes and in the novel.

Next Steps

As the unit progresses, students select another novel they are interested in, analyze and discuss it, collaboratively write a literary analysis of it and create a media piece based on their analyses. Ms. Alemi observes them closely to see where she needs to adjust instruction and/or provide more intensive scaffolding. For the written arguments, Ms. Alemi provides a template and checklist of required elements, and she meets with groups of students at each stage of the writing process to ensure they have the appropriate level of support. For the media pieces, in addition to using textual excerpts, Ms. Alemi encourages students to be creative and use some of the ideas and techniques they discussed over the course of the unit (including spoken word and storytelling), as well as imagery and music that will support the expression of their ideas. The class views the media pieces groups of students have created,, and all of the novels are available in the classroom for students to read on their own after the unit concludes.

Vignette 7.1. Examining Diverse Perspectives in World Literature Integrated ELA/Literacy, ELD, and World History in Grade Ten (cont.)

Over the course of the unit, during their collaborative planning sessions, Ms. Alemi and Ms. Cruz discuss how things are going in both classes so that they can continuously refine their lessons. The teachers agree that, although their collaboration took a great deal of time and effort, their students showed incredible growth in their understandings of the content and in their abilities to discuss and express complex ideas. Importantly, they noticed that students were highly engaged with the tasks and even asked to learn more about certain topics, suggesting to Ms. Alemi and Ms. Cruz that they had attended not only to the students' academic and linguistic needs but had also paid attention to their interests and the things that motivated them to learn.

Resources

Achebe, Chinua. 1958/1994. *Things Fall Apart*. New York: Anchor Books/Random House.

Annenberg Learner. 2013. "Course: *Things Fall Apart*." *Invitation to World Literature*. WGBH Educational Foundation with Seftel Productions for Annenberg Media/Learner.

"Map of Nigeria." <http://www.learner.org/courses/worldlit/things-fall-apart/explore/>

"Experts' View: Juxtapositions." <http://www.learner.org/courses/worldlit/things-fall-apart/read/look-closer.html>

"Video Comments by Kwame Anthony Appiah on *Things Fall Apart*." <http://www.learner.org/courses/worldlit/things-fall-apart/watch/>

Lugard, Frederick J. D. 1922/1965. *The Dual Mandate in British Tropical Africa*. Abingdon, Oxon, UK: Frank Cass & Co.

Thompson, Bob. March 9, 2008. "Things Fall Into Place: Chinua Achebe Remembers How He Came to Be the Father Of Modern African Literature." *Washington Post*. <http://www.washingtonpost.com/wp-dyn/content/article/2008/03/07/AR2008030700987.html>

Note: Other potential classroom resources are cited in the text of the vignette.

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Annenberg Learner. 2013. "Course: *Things Fall Apart*." *Invitation to World Literature*. WGBH Educational Foundation with Seftel Productions for Annenberg Media/Learner.

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Ode Ogede. 2007. *Achebe's Things Fall Apart: A Reader's Guide*. New York: Bloomsbury Academic.

Web sites

- Adichie, Chimamanda Ngozi. 2012. "Chinua Achebe at 82: 'We Remember Differently.'" (<http://saharareporters.com/2012/11/24/chinua-achebe-82-%E2%80%9Cwe-remember-differently%E2%80%9D-chimamanda-ngozi-adichie>)
- Brown University's Tribute to Chinua Achebe (<https://www.youtube.com/watch?v=DJ9qj8YUJRY>)
- Literary Criticism about Chinua Achebe's Work (<http://www.literaryhistory.com/20thC/Achebe.htm>)
- TeachingHistory.org (<http://teachinghistory.org/teaching-materials>)

Designated ELD Vignette

Vignette 7.1 demonstrates good teaching for all students, with particular attention to the language learning needs of ELs. English learners additionally benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction. Vignette 7.2 provides an example of how designated ELD can build from and into the types of lessons outlined in vignette 7.1. Vignette 7.2 also illustrates how teachers can show their students to deconstruct, or *unpack*, the language resources in complex texts in order to understand the meanings of the sentences and appreciate how writers' language choices have shaped these meanings.

Vignette 7.2. Analyzing Texts from World History Designated ELD in Grade Ten

Background

Mr. Branson teaches the University and Career Preparation classes at his comprehensive high school. These classes are designed for students who need a boost in their disciplinary literacy development. His tenth-grade classes include EL students who have been in U.S. schools for four or more years and are still at the late Expanding or early Bridging level of English language proficiency. Other students in the classes are former ELs and native English speakers who are as yet underprepared for rigorous high school coursework and who have limited access to academic uses of English in their home environments. School administrators, teachers, and parents have agreed to extend the school day for these students, so they will benefit from the University and Career Preparation class but will not be prevented from participating in a well-rounded curriculum, including important college-readiness and elective classes, such as the arts.

Mr. Branson feels that one of the most important things he can do is foster a positive relationship with each of his students. He gets to know them well and lets them know that he genuinely cares about their academic and individual success in various ways. For example, he attends sports, theater, and music events in which his students are involved, often outside of the school day. In the classroom, he holds his students to high expectations by insisting upon the completion of assignments that are of the highest quality he knows they can achieve. His goal is to prepare all of his students for academic and socio-emotional success. He thinks carefully about their content understandings, literacy abilities, talents, and interests and designs learning tasks that will stretch each student to higher levels. Along with the very high standards he establishes for student work, he provides high levels of support, differentiated according to students' needs. He encourages all his students to continuously strive to demonstrate their best and gives them repeated opportunities to improve their assignments without deducting points. Mr. Branson views this as an opportunity to teach students about persistence in the face of challenges and to help them understand that trying different approaches when the first ones are not successful is a normal part of learning. He also makes sure not to assign tasks for which students are not yet sufficiently prepared.

Mr. Branson feels that it is important to model a variety of ways in which professionals or scholars interact when conflicts arise. He does not feel obligated to issue harsh consequences for behavioral infractions unless they pose a physical or emotional threat to others. Whenever possible, he uses a *counseling approach* to recognize negative behavior, such as defiance, and addresses it as an opportunity for growth. When a student is having a hard time, he gives him or her time to *cool off* and reconsider his or her behavior. He asks the student to apologize for inappropriate behavior, invites him or her back into learning, and gives options when discussing possible negative consequences for undesirable behavior. For example, he might encourage

Vignette 7.2. Analyzing Texts from World History Designated ELD in Grade Ten (cont.)

a student to return to a learning task by saying, “I would like for you to participate in our discussion because it helps us to have as many ideas as possible. I hope you choose to do this. If you choose not to, you will not be earning points for your contributions.” In addition, he does not *hold over* disciplinary consequences from day to day, unless there is a very persistent problem. For minor issues, he believes that students should begin each day with a clean slate, and he has found this to be especially helpful for teenagers because of the emotional fluctuations typical of this age. He also believes that his students need to see him modeling the ability to be resilient and *move on*. Mr. Branson has found that this positive approach to discipline has resulted in a classroom environment that fosters learning and respect and results in much greater student success than when he used more punitive methods of discipline.

As the instructional leader of the classroom, Mr. Branson thinks positively about the behavioral and academic potential of each of his students. Inside and outside of the classroom, he speaks respectfully about his students and their families, which influences how his colleagues approach these students in their classrooms, as evidenced by conversations he has had with them in collaboration meetings and more casual settings. When speaking with parents about their teens, he makes a point to emphasize the positive contributions the students make in his classroom, and he also discusses improvement in terms of the academic and social goals the students have chosen to work on (e.g., “ask more questions in class,” “revise my writing more carefully before submitting it”).

Lesson Context

In his tenth-grade University and Career Preparation class, Mr. Branson uses many approaches to ensure his students develop not only the skills to succeed in their rigorous high school coursework, but also the dispositions and confidence to do so. At the beginning of the year, students worked on a project that asked them to reflect on their prior school learning experiences and investigate some of the possible reasons they might currently feel underprepared for the challenges of high school coursework. Another project the students undertook involved reading sections from the novel *Bless Me, Ultima*, by Rudolfo Anaya, about a boy who is on a journey to learn about his past, family’s history, and his destiny. The class used the book as a departure point for a family history project in which students interviewed members of their own families and used this information, along with their analyses of the novel, to write an essay and create an original media project. Mr. Branson has found that this project, and others like it, gives students opportunities to think more deeply about their pasts, identify the strong connections they have to their families and communities, and think more critically about their futures.

Through multi-year professional learning provided by his school district, Mr. Branson and his colleagues have been learning about the linguistic and rhetorical dimensions of texts in different disciplines so that they can make particular linguistic features transparent for their students and students’ use of those features in their own speaking and writing. In this professional learning, he has worked with his colleagues to analyze history, science, literature, and other texts students read in their various courses. He regularly collaborates with Ms. Cruz, the tenth-grade world history teacher, to analyze the world history textbook and other primary and secondary sources used in her classes to facilitate and accelerate their literacy development in service of content learning. Mr. Branson and Ms. Cruz have discovered some patterns in the academic language used in history texts that they would like their students to be aware of when they read and, ultimately, to use when they write. These patterns include use of abstraction, how

Vignette 7.2. Analyzing Texts from World History Designated ELD in Grade Ten (cont.)

agency is represented, and different ways of showing causal relationships. The teachers agree that Mr. Branson will teach their students these grammatical patterns explicitly, texts from their history class, and that Ms. Cruz will reinforce students' understandings of these same ideas and observe how they are *taking up* the linguistic resources in her class.

At the beginning of the year, when approaching texts with densely packed sentences, such as the texts students read in their history courses, Mr. Branson teaches them how to identify the verbs and verb phrases in sentences and explains how being able to identify these parts of speech and phrasal boundaries (or processes) will help students comprehend complex sentence structures. He uses the metalinguistic term *process* (represented by verbs and verb phrases) to indicate *what is happening* in sentences because he has found this to be a meaningful way to discuss language. He still uses traditional grammar terms (e.g., verb, noun, adjective), but the new terms he introduces to students add a layer of meaning that additionally supports their understanding.

Mr. Branson discusses how *processes* could be *action* or *doing* processes, such as *extract* or *transport*. This way of thinking of verbs (as actions) is familiar to students.

Mr. Branson: However, processes can also be *sensing*, such as the words *feel* or *think*. They can also be *relating*, such as *are* or *have*, which are words that make relationships between things. For example, when I say, "Mr. Branson is a teacher," the word *is* isn't really *doing* anything. It's just relating *Mr. Branson* with *a teacher*. Processes can also be *saying* in order to report on people's speech, like when we use the words *said* or *exclaimed* to report on how people said something.

Mr. Branson guides his students in identifying the processes in clauses and in determining what type or process they are. Some processes are merely in *existence*, such as when the terms *there is* or *there are* are used, and are called *existing* processes. Using a document camera, Mr. Branson models how he finds the processes, which he circles, thinking aloud as he determines which kind of process it is. After a short time, the students are able to conduct this type of analysis in pairs, using a template for recording the processes they find.

Processes (verbs and verb groups)					
Process Type:	Doing (action)	Sensing (thinking/ feeling)	Relating (being/having)	Saying	Existing
What it is doing:	Telling about events and actions	Telling about the <i>inner world</i> of people	Creating relationships, definitions, descriptions	Constructing dialogue or reporting on what people say	Telling that things exist
Examples:	destroyed extract negotiated	thought imagined believed	is had became	said exclaimed suggested	(There) is (There) are

Vignette 7.2. Analyzing Texts from World History Designated ELD in Grade Ten (cont.)

Mr. Branson has observed that when he and his students analyze texts in this way, his students are able to talk *about* the language in the texts, which has helped them to decipher meanings with greater ease. Once students have had some experience analyzing complex texts using metalanguage to talk about how language functions, he plans to show them additional ways to delve deeper into the structure of language for the purpose of *unpacking* the meanings of these dense types of academic texts. The learning target and related standards follow.

Learning Target: Students will explore how the structure of language in a history text conveys meaning, focusing on analysis of *processes, participants, and time connectors*.

CA ELD Standards (Bridging): ELD.PI.9–10.6b – Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials; ELD.PI.9–10.8 – Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words produces nuances and different effects on the audience; ELD.PII.2b – Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences; ELD.PII.9–10.3 – Use a variety of verbs in different tenses and mood appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view; ELD.PII.9–10.4 – Expand noun phrases in a variety of ways to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.

CA CCSS for ELA/Literacy: RL.9–10.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; L.9–10.3 – 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 listening.

Related CA History–Social Science Standards:

10.4. Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines. 10.4.2. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Lesson Excerpts

In today’s lesson, Mr. Branson will guide students to analyze an excerpt from a complex text that the students read in Ms. Cruz’s world history class. When he initially analyzed the text, an essay on new imperialism in Africa published in 1998, he concluded that it would present particular challenges for his students due to the abstractions, technical language, and long noun phrases, as well as other complex linguistic features. Rather than avoid the complexities of the text by providing a simplified version or merely reading the text for students, Mr. Branson feels that his students are capable of dealing with the challenges, as long as he provides appropriate levels of scaffolding and plenty of time for discussion. An excerpt from the text, which Mr. Branson will guide his students to analyze, follows.

Vignette 7.2. Analyzing Texts from World History Designated ELD in Grade Ten (cont.)

**“The Tentacles of Empire:
The New Imperialism and New Nationalism in Asia, Africa, and the Americas”**
by Candice Goucher, Charles LeGuin, and Linda Walton

The Economic Advantages (p. 3)

In some important ways the era of colonial rule was fundamentally different from what had preceded it. Before colonial rule Africans were independent, if not always equal, trading partners. After colonial rule, this African economy became a European-dominated economy. Under post-Berlin Conference colonial rule, African political economies controlled by colonial powers—such as Great Britain, France, or Germany—were rapidly establishing Western-based capitalism that would inevitably reduce the power and economic opportunity of the African participants. While production remained largely in Africa hands, Europeans controlled colonial credit and trade tariffs. Few Africans prospered during this era; colonial controls hampered the development of free enterprise, and European governments offset the high costs of extracting raw materials and transporting them to European-based manufacturing centers by providing price supports.

Mr. Branson provides each student with a copy of the excerpt. He briefly previews the meaning of the excerpt and reminds students that in their world history class they already read the essay from which the excerpt is taken. He asks them to read the text silently while he reads it aloud. Next, he asks students to rate the text on a scale of 0–5 (0 being completely confusing and 5 being completely understandable); most students rate it as a 1 or 2. He explains that they will be learning a technique for deciphering complex texts and that this technique will add to their repertoire of *close reading* strategies. To model the approach, he uses something familiar that he knows his students will find interesting: a recent photograph of singer Shakira and soccer player Piqué. He asks the students to tell him what they see.

Jesse: Piqué’s squeezing Shakira tight, and she’s laughing.

Sandra: And they are holding hands. They are so cute together!

Mr. Branson: (Laughing.) Okay, let’s use that. “Piqué is squeezing Shakira tightly, and she’s laughing, and they are holding hands. They are so cute together.” Obviously, everyone understands these sentences, so we do not really need to analyze them to unpack their meanings. But sometimes, the sentences you come across in your textbooks or other readings are going to be challenging to figure out. That’s because the person who wrote those texts is masterful at putting language together in really compact and intricate ways to make particular meanings. We are going to be analyzing some of the sentences in the text I read a moment ago, but first I want to show you how we will do the analysis with easier sentences. We are going to *chunk* the sentences into meaningful parts.

Vignette 7.2. Analyzing Texts from World History Designated ELD in Grade Ten (cont.)

Mr. Branson writes the sentences the students suggested using the document camera (without the contractions so that the verbs are easier to see).

Piqué is squeezing Shakira tightly, and she is laughing, and they are holding hands. They are so cute together.

Then, he shows them a chart with some explanations of the metalanguage they will use when chunking sentences. He reminds the students that they have already used the term *process* to identify and categorize different types of verbs and verb groups, and he explains the new terms, *participants* and *circumstances* using the chart.

Using Metalanguage to Analyze Texts			
Metalinguistic term	Question to ask	How it is represented	Examples
Process	<i>What is happening?</i>	<i>Verbs and verb groups</i> (doing, saying, relating, sensing, existing) – Tells the action, how things are related, how people say things or what they are thinking	<ul style="list-style-type: none"> • <i>negotiate</i> • <i>think</i> • <i>explain</i> • <i>write</i>
Participant	<i>Who or what is involved in the process?</i>	<i>Nouns and noun groups</i> – The actors and objects that take part in the action or other process (the <i>things</i>) (Sometimes can be <i>adjective groups</i> when it is a description after a relating verb)	<ul style="list-style-type: none"> • <i>Mr. Branson</i> • <i>the textbook</i> • <i>a large and noisy bug</i>
Circumstance	<i>Where, when, how, or in what ways is the process happening?</i>	<i>Adverbs and adverb groups, prepositional phrases</i> – Provide details about the action or other process (Sometimes can be a <i>noun group</i> when it is adding detail)	<ul style="list-style-type: none"> • <i>suddenly</i> • <i>in the room</i> • <i>one summer day</i>

Mr. Branson shows students a graphic organizer for chunking sentences using these metalinguistic terms. He models how to chunk the first clause of the first sentence (*Piqué is squeezing Shakira tightly*). First, he finds and circles the *process* (*is squeezing*), which is something familiar to the students. Next, he underlines the *participants* (*Piqué* – the *doer* of the action and *Shakira* – the *receiver* of the action) noting that they are nouns. Finally, he draws a box around the *circumstance* (*tightly*) and explains that the adverb provides detail about *how* Piqué is squeezing Shakira. After he has marked up the clause, he transfers the chunks to a graphic organizer. He guides students to repeat the sentence chunking procedure with him by prompting them to tell him which words represent the *processes*, *participants*, and *circumstances* in each of the other clauses. The graphic organizer they complete together follows.

Vignette 7.2. Analyzing Texts from World History Designated ELD in Grade Ten (cont.)

Sentence Chunking				
1. Circle the processes 2. Underline the participants 3. Box the circumstances 4. Transfer the chunks to the table				
Circumstance, Connecting Words	Participant (<i>who</i> or <i>what</i> ?)	Process (<i>what is happening</i> ?)	Participant (<i>who</i> or <i>what</i> ?)	Circumstance (<i>where, when, how</i> ?)
	Piqué	is squeezing	Shakira	tightly,
and	she	is laughing,		
and	they	are holding	hands.	
	They	are	so cute	together.

Now that students have an idea about the sentence chunking procedure and have used the new metalanguage to parse the sentences they generated, Mr. Branson shows them how they can do the same thing with sentences from more complex texts, explaining that chunking challenging sentences into meaningful parts can help them comprehend text more easily. He explains further that chunking whole sections of texts can help them see language patterns in a text and how authors craft meaning at the discourse level. Mr. Branson goes back to the excerpt on imperialism in Africa and asks students to independently find and circle the processes (verbs), since they are already experienced at doing this. Next, he follows the sentence chunking procedure for the first several clauses, modeling how he identifies the meaningful chunks and inviting students to tell him what they see as well. Through much discussion, during which the students ask questions and explain their reasoning, the class analyzes the first few sentences together. Next, Mr. Branson asks the students to work together in triads to chunk the remaining sentences while he circulates around the room to observe and provide *just-in-time* scaffolding. Following the small group analyses, the class reconvenes to compare notes. This provides Mr. Branson with an opportunity to clarify confusions and reinforce the *chunking* concepts. The following is part of the graphic organizer that the students complete.

Sentence Chunking				
1. Circle the processes 2. Underline the participants 3. Box the circumstances 4. Transfer the chunks to the table				
Circumstance, Connecting Words	Participant (<i>who</i> or <i>what</i> ?)	Process (<i>what is happening</i> ?)	Participant (<i>who</i> or <i>what</i> ?)	Circumstance (<i>where, when, how</i> ?)
In some important ways	the era of colonial rule	was	fundamentally different	from what had preceded it.
After colonial rule				
Before colonial rule	Africans	were	independent, if not always equal, trading partners.	

Vignette 7.2. Analyzing Texts from World History Designated ELD in Grade Ten (cont.)

Sentence Chunking (cont.)				
After colonial rule	this African economy	became	a European-dominated economy.	
Under post-Berlin Conference colonial rule,	African political economies <i>controlled by colonial powers-such as Great Britain, France, or Germany</i>	were rapidly establishing	Western-based capitalism <i>that would inevitably reduce the power and economic opportunity of the African participants.</i>	
While	production	remained		largely in African hands,
	Europeans	controlled	colonial credit and trade tariffs.	
	Few Africans	prospered		during this era;
	colonial controls	hampered	the development of free enterprise;	

Solange notes that chunking the sentences and showing them on the graphic organizer makes the meanings *pop*.

Solange: You can see things clearer. You can tell what's happening, and who's doing it, and how or when or where they are doing it.

Mguel: Yeah, it's more clear. It makes you see when things are happening, like "before colonial rule" and "after colonial rule." But some of it is still confusing. Some of the participants are really long.

Mr. Branson: Can you say more about that?

Mguel: Like that one: "Western-based capitalism *that would inevitably reduce the power and economic opportunity of the African participants.*" I think it's about capitalism, I mean Western-based capitalism, whatever that means, but I do not get the rest. Or that other participant: "*African political economies controlled by colonial powers-such as Great Britain, France, or Germany.*" What does that mean?

Vignette 7.2. Analyzing Texts from World History Designated ELD in Grade Ten (cont.)

Mr. Branson: Let's take a look at that first participant you noticed. You are absolutely right that it's mainly about capitalism, or Western-based capitalism. Let's stop for a moment to think about what "Western-based capitalism" means.

Miguel's question provides an opening for Mr. Branson to guide his students in exploring the meaning of the noun group in a focused way. Through the discussion, Mr. Branson guides the students to clarify that *capitalism* is an economic system in which trade, industry, and production are controlled by private owners with the goal of making profits in a market that is determined by supply and demand (where the value of goods are determined in a *free price* system). By looking back in the text, the students note that "Western-based" must have something to do with the colonial powers (Great Britain, France, or Germany).

Mr. Branson: We have clarified a bit more about what "Western-based capitalism" is. Let's take a look at the rest of this participant: "*that would inevitably reduce the power and economic opportunity of the African participants.*" This is part of the participant because it's part of the noun group. It's a clause, which means that there's a verb in there, that's *embedded* into the noun group. In other words, it's part of the *thing* that's the participant. What it's doing is telling us more detail about Western-based capitalism.

Jesse: So, the capitalism that the colonial countries were doing, that was going to reduce the "power and economic opportunity" of the African people? They were making that economic system, that type of capitalism, so that the African people would have less power?

Using the chunked text in the ensuing conversation enables Mr. Branson to help his students delve even more deeply into the meanings. Ahead of time, he planned to ask students to explore the following questions:

- What does it mean to be a "European-dominated economy"?
- Why did the author use the word "inevitably"?
- Looking closely at the following sentence: "European governments offset the high costs of extracting raw materials and transporting them to European-based manufacturing centers by providing price supports," what was the role of "European governments" in this process?
- Why were "price supports" important in this context?

He also prompts students to think carefully about the processes used in the excerpt—*remained, controlled, prospered, hampered, offset*—and to discuss how these processes shape the text and convey particular meanings. At the end of class, Mr. Branson reiterates why students might want to engage in this type of language analysis.

Mr. Branson: The point is not just to underline verbs or put words in boxes or to be able to identify what's the verb or what's the process, etcetera. The point is to use your analysis, that chunking tool, to get at the meanings in these texts that are really densely packed with a lot of information and that are challenging to read. It's also a great way for you to see how writers make deliberate choices about how to structure language to achieve particular effects. You can try these structures out in your own writing.

Vignette 7.2. Analyzing Texts from World History Designated ELD in Grade Ten (cont.)

Mr. Branson explains that the class will be using this chunking technique from time to time to explore the language in different complex texts. He reminds them as well that the texts he will be choosing will help them understand the content of their other courses. He encourages them to experiment with using chunking when they encounter challenging texts in their other classes if they feel that could be helpful.

Next Steps

When Mr. Branson meets with Ms. Cruz and his other colleagues, he shares the sentence chunking task he helped his students learn. Ms. Cruz is very interested in learning more about the task, and Mr. Branson offers to visit her class one day the following week to model how to do it.

Resources

Anaya, Rudolfo A. 1972. *Bless Me, Ultima*. Berkeley, CA: TQS Publications.

Goucher, Candice, Charles LeGuin, and Linda Walton. 1998. "The Tentacles of Empire: The New Imperialism and New Nationalism in Asia, Africa, and the Americas." *In the Balance: Themes in Global History*, 3. Boston: McGraw-Hill. (Annenberg Learner, Bridging World History.) http://www.learner.org/courses/worldhistory/support/reading_20_2.pdf

Additional Information

Christie, Frances. 2012. *Language Education throughout the School Years: A Functional Perspective*. West Sussex, UK: Wiley-Blackwell.

Derewianka, Beverly. 2011. *A New Grammar Companion for Teachers*. Sydney, NSW: Primary English Teaching Association.

Morrell, Ernest, Rudy Dueñas, Veronica Garcia, and Jorge López. 2013. *Critical Media Pedagogy: Teaching for Achievement in City Schools*. Teachers College Press: New York.

Schleppegrell, Mary J. 2004. *The Language of Schooling: A Functional Linguistics Perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.

Schleppegrell, Mary J., and Luciana C. de Oliveira. 2006. "An Integrated Language and content Approach for History Teachers." *Journal of English for Academic Purposes* 5: 254–268.

Spycher, Pamela. 2007. "Academic Writing of English Learning Adolescents: Learning to Use 'Although.'" *Journal of Second Language Writing* 16 (4): 238–254.

Web sites

- The Functional Grammar for Teachers Web site provides additional information for language analysis (<http://stories4learning.com/moodle/course/view.php?id=15>).
- TeachingHistory.org has many useful resources of teaching materials for ELs (<http://teachinghistory.org/teaching-materials/english-language-learners/25588>).
- California History–Social Science Project has many useful resources for teaching history and the language of history (<http://chssp.ucdavis.edu/>), including the History Blueprint Units (<http://chssp.ucdavis.edu/programs/common-core/programs/historyblueprint>), and The Source quarterly magazine (<http://chssp.ucdavis.edu/source-magazine>).

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California’s richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners, students with disabilities, ELs at different English language proficiency levels, standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique dispositions, skills, histories, and circumstances. Teachers need to know their students well through appropriate assessment practices and other methods in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this evaluation of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9 of this *ELA/ELD Framework*. Importantly, students will not receive the excellent education called for in this framework without genuine collaborations among those responsible for educating California’s children and youth. (See figure 7.22).

Ninth- and tenth-grade students are well on their way to their futures. The next two years consolidate students’ learnings from elementary and middle school and these beginning years in high school. The hope is that the knowledge, skill, and inspiration gained during these first years will propel students to success in grades eleven and twelve and beyond.

Figure 7.22. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they regularly collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

Grades Eleven and Twelve

The final two years of high school are full of plans—plans for college, for careers, and for their future lives. Students are now at their most independent and are poised to make yet another momentous transition. In ELA and other content areas, students are increasingly sophisticated in their thinking and performances displaying a critical and thoughtful stance toward their coursework and the problems of the day. Their reasoning and debating skills never better, they welcome the opportunity to engage in meaningful discussions and debates. Expectations for the volume, pace, and depth of reading and writing increase to new levels. Students in grades eleven and twelve feel the pressure of big choices, college entrance exams, and increased rigor in their courses. Schools and teachers at grades eleven and twelve provide autonomy for students' emerging young adult identities while helping them maintain focus and sustained effort through the last months and weeks before graduation.

This grade-span section provides an overview of the key themes of ELA/literacy and ELD instruction in grades eleven and twelve. It offers guidance for ensuring ELs have access to ELA and content instruction, including integrated and designated ELD instruction. Snapshots and vignettes bring several of the concepts to life.

Key Themes of ELA/Literacy and ELD Instruction in Grades Eleven and Twelve

In this section, the key themes of ELA/literacy and ELD instruction are discussed as they apply to grades eleven and twelve. These include **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. See figure 7.23. These themes are largely overlapping and consistent with the call for the integration of reading, writing, speaking and listening, and language in the CA CCSS for ELA Literacy and the CA ELD Standards. Inextricably linked to every area of the curricula, the two sets of standards promote an interdisciplinary approach. Each of the snapshots for grades eleven and twelve that follow are presented in connection with a theme; however, most snapshots could illustrate several themes. The two vignettes at the end of the section for grades eleven and twelve depict integrated ELA and ELD instruction and designated ELD instruction based on the same topic and/or readings.

Figure 7.23. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

Meaning making at grades eleven and twelve continues to be essential for students as they employ their language and literacy skills to understand, interpret, and create text in ELA and all other subjects. Text complexity continues to increase at these grades as students read Shakespeare, seminal documents of U.S. history, and works of American literature as well as textbooks and other sources in government, civics, chemistry, precalculus, and more. The standards at these grades expect students to determine where the text leaves matters uncertain, identify inconsistencies, and analyze how complex ideas interact and develop. The standards also expect students to evaluate the effectiveness of structures the author uses and determine rhetoric that is particularly effective. These expectations have implications for what teachers need to know about language and how it makes meaning in different disciplines. Across the disciplines, teachers need to develop deep understandings about language and how to make these understandings transparent to their students.



Making meaning with complex text often requires students to consider the text from different perspectives. Bean, Chappell, and Gillam (2014) suggest that students first *listen* to a text or *read with its grain*. “Listening strategies help you understand what to listen for, how to hear what the text is saying, and how to track your evolving understanding of the text. The first time through a text, reading with its grain, you are trying to understanding a text’s overall gist and compose a ‘rough-draft interpretation’ of its meaning and your own response” (47). Similar to Elbow’s believing and doubting game, students read with an open mind “looking at the world from the text’s perspective” (90). Subsequently students read the text *against the grain*, viewing the text analytically and skeptically. Bean, Chappell, and Gillam also call this *questioning* the text. “Importantly, questioning does not necessarily mean fault-finding . . . [or] dismissing the author’s ideas wholesale. Rather, it entails carefully interrogating a text’s claims and evidence and its subtle form of persuasion so that you can make sound judgments and offer thoughtful responses” (70).

The standards at grades eleven and twelve expect students to be able to hold contradictory evidence in mind, determine its relevance and sufficiency, and synthesize it to form a clear position and argument. These skills are highly valued in college and work.

Elbow suggests a process of freewriting the reasons to agree with an author’s argument (believing) and then freewriting the reasons to disagree (doubting), identifying the “problems, limitations, and weaknesses in the author’s argument” (90). The standards at grades eleven and twelve expect students to be able to hold contradictory evidence in mind, determine its relevance and sufficiency, and synthesize it to form a clear position and argument. These skills are highly valued in college and work. Bean, Chappell, and Gillam advise, “Your professors . . . expect you to offer your own interpretations or evaluations, to launch a research project of your own, to synthesize ideas from a number of readings, and to draw independent conclusions” (70).

In the following snapshot, students in a twelfth-grade science class analyze the language in texts as a way of making meaning. Although the snapshot is placed in this section of the chapter, it relates to other themes, as well, including language development and content knowledge.

Snapshot 7.6. Reading Like a Scientist Integrated ELA/Literacy and ELD in Grade Twelve

At Mandela School for International Studies, twelfth-grade environmental science teacher Ms. Fontana supports her students to read science texts by scaffolding their ability to analyze the language in the texts in order to get at the meanings the language is conveying. The project-based unit in which the students are currently engaged addresses the health of the Los Angeles River. Students are currently reading the following text.

Water Quality

Environmental plans are underway to increase the Southland's use of this reclaimed water for landscaping and industrial uses, which would help reduce the county's dependence on imported water. Unfortunately, this would also reduce the amount of water flowing into the river. If the reclaimed water were to be diverted for other uses, the river channel would become drier than it is today. This proposed reduction in volume will, hopefully, proceed with care in order to ensure that the habitat now supported by the river does not unduly diminish.

Ms. Fontana explains to her students that some of the science articles they will read during the unit are challenging and were written the way they were because of the way the discipline of science has evolved over the years. In science texts, students will find that a lot of information is packed tightly into long noun phrases, and technical vocabulary and abstract language are often used to convey complex ideas to an audience who is already familiar with the subject matter. In addition, passive voice and nominalizations are often used because the individual people who participated in actions are not relevant. Ms. Fontana will examine some of these linguistic features with her students over the course of the unit; today, she focuses on the long noun phrases.

Before she explores the language in the text with students, she places students in heterogeneous triads, taking into consideration students' particular learning needs. For example, she places an EL student at the Emerging level of English language proficiency in a group that has another EL student at the Bridging level who speaks the student's primary language so that the first student has a *language broker* who can translate or provide other types of linguistic support. She asks the triads to read the first page of the article together and to discuss the meanings they derive from the article. She also asks them to note any confusing vocabulary or passages and discuss what they think the words mean.

After the triads explore the text together, Ms. Fontana facilitates a conversation about the meanings the students made, and she begins a chart of vocabulary words and phrases that students found difficult, along with brief explanations of the terms, which the students themselves offer and Ms. Fontana clarifies. The students note that some of the longer chunks of text were confusing, and Ms. Fontana explains that these longer chunks are *noun phrases*, that is, phrases that contain a noun with a lot of information around it that is sometimes difficult to disentangle. Using the document camera, she underlines the noun phrases in the excerpt and asks students to do the same in their copy of the article. Next she writes some of the noun phrases in listform so that the students can see them better. She underlines the main noun (or the *head noun*) and asks students to discuss in their triads what additional information the words around the main noun are providing:

Snapshot 7.6. Reading Like a Scientist Integrated ELA/Literacy and ELD in Grade Twelve (cont.)

- Environmental plans
- The county's dependence on imported water
- The amount of water flowing into the river
- The reclaimed water
- This proposed reduction in volume
- The habitat now supported by the river

Ms. Fontana then facilitates a discussion in which the students unpack the meanings in these noun phrases.

In addition, Ms. Fontana has noticed that sometimes her students find *reference* challenging, so she also points out that there are quite a few ways that the writer of this article refers the reader back to previous information in the text. For example the word *this* in the second sentence refers back to the entire first sentence. She circles the word and draws an arrow to what it is referring to. The use of the word *this* to refer to the whole idea in the first sentence, she points out, is one way the writer was able to pack a lot of information into a small amount of space.

At the end of the unit, students use the knowledge gained from their readings and Internet research to collaboratively design and produce documentaries about water quality in the Los Angeles River.

Resources

Los Angeles Department of Water and Power - Water Reclamation (<http://wsoweb.ladwp.com/Aqueduct/historyoflaa/reclamation.htm>)

Los Angeles River Revitalization (<http://www.lariver.org/index.htm>)

Los Angeles Department of Water and Power - Water Quality (https://www.ladwp.com/ladwp/faces/ladwp/aboutus/a-water/a-w-waterquality?_adf.ctrl-state=qq7f3t2e0_114_afrLoop=207807172192772)

Los Angeles River Water Quality (<http://thelariver.com/about/water-quality>) Note: content originally accessed September 2014 but link no longer active.

CA CCSS for ELA/Literacy: RST.11–12.4; SL.11–12.1; L.11–12.1b, 3, 4

CA ELD Standards: ELD.PI.11–12.1, 4, 6, 12a; ELD.PII.11–12.2, 4, 5

Additional Information

Examples of student documentaries:

- Alliance Environmental Science and Technology High School student-produced documentary: This is the LA River (http://www.esathigh.org/apps/news/show_news.jsp?REC_ID=250347&id=0)
- Los Angeles River Revitalization Project Vimeo (<http://vimeo.com/38701379>)

Fang, Zhihui, and Barbara Pace G. 2013. "Teaching With Challenging Texts in the Disciplines: Text Complexity and Close Reading." *Journal of Adolescent & Adult Literacy* 57 (2): 104–108.

Fang, Zhihui, and Mary J. Schleppegrell. 2010. "Disciplinary Literacies Across Content Areas: Supporting Secondary Reading Through Functional Language Analysis." *Journal of Adolescent and Adult Literacy* 53 (7), 587–597.

Language Development

Language development continues to be a priority in grades eleven and twelve. At these grades students should have developed the metalinguistic awareness to realize when they lack a thorough understanding of words they encounter in text and take the appropriate steps to clarify their understanding. The challenge for students, then, is to apply their knowledge of vocabulary in their writing and speaking. By exploring various ways to use words and phrases as they write and speak, students broaden and consolidate their understandings. Students also consider ways to convey their ideas through increasingly complex grammatical structures and discourse patterns.

New at this grade level is the formal study of syntax and the expectation to vary its use for effect in their writing. A powerful way to help students learn about syntax is to identify sentences with effective uses of syntax from a text being studied and analyze them together. Consider the sentences in figure 7.24. The last sentence is drawn from George Orwell's *1984* and is replete with participial modifiers. The first two are simplified versions and contrast with Orwell's actual sentence.



Figure 7.24. Noticing Language Activity (Syntax: Participial Modifiers)

Noticing Language

What different information do these three sentences communicate? How do they affect you differently as a reader?

1. Mr. Charrington would finger this scrap of rubbish or that.
2. With enthusiasm, Mr. Charrington would finger this scrap of rubbish or that—a bottle-stopper, the lid of a snuffbox, a locket—never asking that Winston should buy it, merely that he should admire it.
3. With a sort of faded enthusiasm, Mr. Charrington would finger this scrap of rubbish or that—a china bottle-stopper, the painted lid of a broken snuffbox, a pinchbeck locket containing a strand of some-long-dead baby's hair—never asking that Winston should buy it, merely that he should admire it.

After discussing the differences in the sentences students explain the following:

The first sentence has no specific details; all we know is that Mr. Charrington fingers his rubbish. The second sentence tells us that he does it enthusiastically and tells us what the rubbish is. The last sentence tells us the kind of enthusiasm he had—faded—and describes the rubbish in specific detail. The first sentence doesn't give me a clear picture of Mr. Charrington or his junk; by the third sentence, I have a vivid picture, and I know that Mr. Charrington is as old and worn out as the junk he seems to love.

Source

Excerpted from

Ching, Roberta. 2013. "Rhetorical Grammar for Expository Reading and Writing: Module 10 *1984*." In California State University. *Expository Reading and Writing Course*, 2nd ed., Module 10 *1984*, 119. Long Beach, CA: California State University Press.

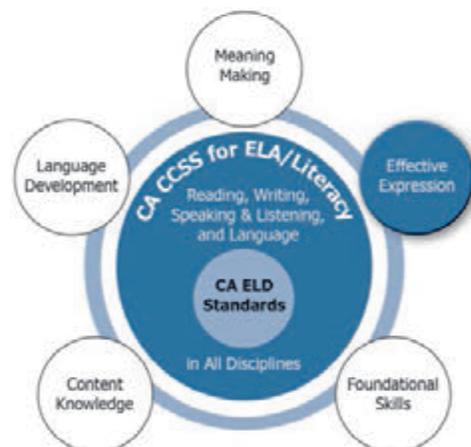
Effective Expression

Students who have achieved the standards in grades nine and ten demonstrate the ability to express themselves in writing, discussing, and presenting, and they demonstrate considerable command of language conventions. Building from this foundation, expectations and examples of instruction for grades eleven and twelve are portrayed in the following sections.

Writing

Expectations for writing at grades eleven and twelve are advanced. Students write arguments using precise and knowledgeable claims; they supply the most relevant evidence for their claims and counterclaims and anticipate the audience's knowledge level, concerns, values, and possible biases. They organize complex elements in informative/explanatory writing so that each new element builds on that which precedes it to create a unified whole; and they use techniques in narrative writing to build toward a particular tone and outcome (e.g., sense of mystery, suspense, growth, resolution).

In the following snapshot, students plan their writing of an argument related to their reading of *King Lear*.



Snapshot 7.7. Paraphrasing Textual Evidence to Support Argumentative Writing Integrated ELA and ELD in Grade Eleven

Mrs. Ellis explicitly teaches the writing process in her eleventh-grade English class. One technique she teaches is paraphrasing--a basic move that can help students generate evidence needed for crafting a sophisticated, well-supported argument. Mrs. Ellis reminds her students that prewriting skills, such as paraphrasing, easily transfer between subject areas and writing tasks. Because her students have practiced paraphrasing before, Ms. Ellis approaches the lesson as a review.

To delve into this particular strategy, Mrs. Ellis uses a retired AP English Language prompt that asks students to chorally read with her a line from a Shakespearian play, *King Lear*, where King Lear's view of the relationship between wealth and justice can be deciphered.

Through tatter'd clothes small vices do appear;
Robes and furr'd gowns hide all. Plate sins with gold,
And the strong lance of justice hurtless breaks;
Arm it in rags, a pigmy's straw does pierce it.

Shakespeare, *King Lear*

Snapshot 7.7. Paraphrasing Textual Evidence to Support Argumentative Writing Integrated ELA and ELD in Grade Eleven (cont.)

Mrs. Ellis instructs the students to work in pairs to put King Lear's statement into their own words. The pairs work together to parse Shakespeare's language. As they attempt to determine what the text says, Mrs. Ellis circulates around the classroom to respond to their inquiries, ask probing questions, and observe how students are interacting with the text and with one another. After several minutes, Mrs. Ellis calls the class together and, using their input, she writes a paraphrase of King Lear's lines for all to see via a document camera. Working line by line, she calls on groups to contribute, working with them refining their paraphrasings ensuring precision and clarifying their understandings of the text's meaning as they go. Then she asks students to write the jointly constructed paraphrase projected by the document camera in their notebooks.

Once the class has agreed on *what* King Lear is saying—that the wealthy are treated more gently by the justice system than the poor—Mrs. Ellis instructs students to go back to working in pairs to brainstorm all the evidence they can think of from their discussions, readings, and personal experience to support or refute King Lear's claim. The task, she tells them, is to *defend*, *challenge*, or *qualify* King Lear's position. The brainstorm session is timed to help them get used to on-demand writing assignments, and Mrs. Ellis tells her class that each group's goal is to find 15 examples in three minutes. "At this point," Mrs. Ellis says, "all ideas are considered legitimate and worth capturing, so write fast and get going!"

At the end of three minutes, Mrs. Ellis pulls the class together and again begins to work around the room, writing down as many examples as possible using the document camera. As she does, she encourages her students to record the ideas they hear their classmates share.

When ideas begin to repeat or are revoiced, the class goes back through the compiled evidence to discuss the details that will enable them to write fully developed paragraphs. The questions they use are: Which examples do we know the most about? Which could we say the most about? What is the best way to organize this information? What other prewriting strategies might help us get ready to write an argument?

The next day's lesson will continue with the writing process, focusing on how to craft a strong thesis statement.

Resource

Shakespeare, William. 1623/1993. *The Tragedy of King Lear*. Folger Shakespeare Library. New York: Washington Square Press/Simon & Schuster.

CA CCSS for ELA/Literacy: RL.11–12.1, 4; W.11–12.1, 9

CA ELD Standards: ELD.PI.11–12.1, 6b

The writing sample in figure 7.25 presents an informative/explanatory essay written by a student in grade twelve that has been analyzed and annotated according to the CA CCSS for ELA/Literacy. In this piece, the writer addresses the underlying messages of an ad for McDonald's. It represents the range of writing expected of students in grade twelve.

Figure 7.25. Grade Twelve Writing Sample

<p style="text-align: center;">McValues</p> <p>Looking at this ad, who would guess that those golden arches bring home approximately fourteen billion dollars a year customers worldwide? Who would guess that McDonald's is the world's leading food organization and employs over 28,000 workers in 120 different countries? The ad is, in fact, an image of a completely different nature. It is a calm, nostalgic looking ad; nothing in the peaceful summer scene hints that McDonald's has or ever will represent anything other than quality family living.</p> <p>The characters in the ad are strategically positioned to inspire within the viewer, feelings of fun and familiarity. The picture located at the center of the page, depicts an older woman with a little girl—perhaps her granddaughter—beside her. The two are lying on their stomachs, propped up by elbows in the sand. Neither looks up as the camera clicks, catching them at play. The little girl giggles as her tiger toy leaps over the walls of her castle made of sand. Her grandmother looks on with a knowing smile, perhaps remembering the days when she used to play such innocent games. The sun shines down on their backs and speckles the older woman's face through her woven sunhat. Behind, their legs are crossed at the ankles in carefree swing—the girl in imitation of her clearly admirable grandmother. They have obviously been to this beach before, and are having the time of their lives.</p> <p>As with the characters, the placement of the props in the ad is very significant. The slightly unfocused images of the beach gear on their right are clearly placed as a backdrop, almost as a side note—not directly related to the McDonald's message about family values, but still essential. The responsible grandmother planned ahead and brought along all they might need for a day on the beach, but does not need to broadcast it to the viewer. In the far corner, an umbrella stands shading their picnic blanket; beside the grandmother's arm is a pair of sunglasses, and upon her head rests a hat to protect her from the sun. Oh, and what's that in the corner? Ah yes, the McDonald's Happy Meal they picked up on their way. Cheeseburgers with french-fries is far from the healthiest picnic Grandma could have brought for her granddaughter, but what does that matter? They're spending time together.</p> <p>The summer scene in black and white instantly creates a feeling of nostalgia. It is a time warp of sorts, to the safety of the 1950s when family values were still a part of American society. It jumps back to simpler days when children did as they were told and a day on the beach with family was an acceptable</p>	<p>Introduces the topic: The writer provides background information describing the McDonald's ad that he will analyze, and then states the main point.</p> <p>States the focus/topic of the piece</p> <p>Develops topic thoroughly with accurate evidence—concrete details, most significant and relevant facts for analysis of the images in the ad</p> <p>Uses precise language, domain-specific vocabulary, and techniques such as <i>imagery</i> to manage the complexity of the topic</p> <p>Uses appropriate and varied transitions and syntax to create cohesion and clarify relationships among ideas and concepts; organizes so that each new <i>chunk</i> builds from one which precedes it to create a unified whole</p> <p>Analyzes content of ad for overall effect</p>
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way to spend the weekend—the “good old days” when all was well with the world.

The busy parents of today can be assured that McDonald’s is just as wholesome and just as capable of creating memories as their mothers’ picnics were in the 1950s. The first line of print below the picture reads, “Some connections never seem to fade.” The statement refers to the family connection that existed for the parents of today when they were young. The message makes it very clear that the dwindling respect for quality family values is kept alive with McDonald’s.

In stark contrast to the quiet shades of gray and the general feeling of calm in the photo, the McDonald’s logo stands out sharply in the lower corner. Being the only colored object in the ad, the ketchup and mustard “M” is impossible to miss. There can be no confusion over whose product is being sold.

The few sentences about, and the image of, Pooh corner appeals to the whole family—the parents and their Pooh-loving kids. Above the logo and the scene of contentment, the page is blank except for one sentence: “Suddenly the house on Pooh corner doesn’t seem so far away.” This statement, coupled with the image of the girl recreating Pooh’s world on the beach, emphasizes the idea that McDonald’s makes dreams come alive. The ad states that Pooh corner doesn’t seem so far away, and right below it is their proof—a little girl playing in “Pooh corner.”

In the lower right corner, below the hideously-bold, trademark “M”, the ad makes yet another pitch. In this modern world of work and stress, McDonald’s kindly asks everyone to “smile.” **In that one, simple word, so much more is implied.** “Slow down, take a break, we’re here to help, be happy, come to McDonald’s, we understand.”

The entire ad is an attempt to appeal to the parental ideal. Connecting McDonald’s food with an image of family fun provides an “equal” alternative for busy parents who don’t have room in their lives for quality time with their families. McDonald’s is the world’s largest and fastest growing food chain. It brings in billions of dollars a year, has thousands of stockholders and represents one of the biggest food monopolies in the world, but none of that matters in the ad. **Life can be good, and it can be bought at McDonald’s.**

Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: The writer draws a connection between the imagery in the ad and the message for today’s parents.

Analyzes content of ad for overall effect

Uses precise language and domain-specific vocabulary, and techniques such as *personification* to manage the complexity of the topic

Maintains formal style, objective tone

Provides a concluding section that follows from and supports the information presented: The writer assesses the appeal the ad has for today’s busy parents and then **articulates the significance of the topic**

Annotation

In this piece of twelfth-grade informative/explanatory writing, the writer addresses the underlying messages of an ad for McDonald’s. She provides some context about McDonald’s and the ad itself in the introduction so that the reader can clearly follow her thinking even without having seen the ad. The writer then indicates that the main analytical purpose of the essay is to unpack the ad’s imagery and to contrast the ad’s implicit messages with the reality of the McDonald’s food empire.

The writer organizes the essay clearly and carefully so that each chunk builds upon the one that precedes it. She describes the ad, analyzes its messages, and assesses the appeal of those messages to today's busy parents. She uses appropriate transitions to clarify relationships among ideas and concepts. Within each chunk, the writer uses precise language and domain-specific vocabulary to describe and analyze the ad. This makes the writer's thinking and understanding easy to follow.

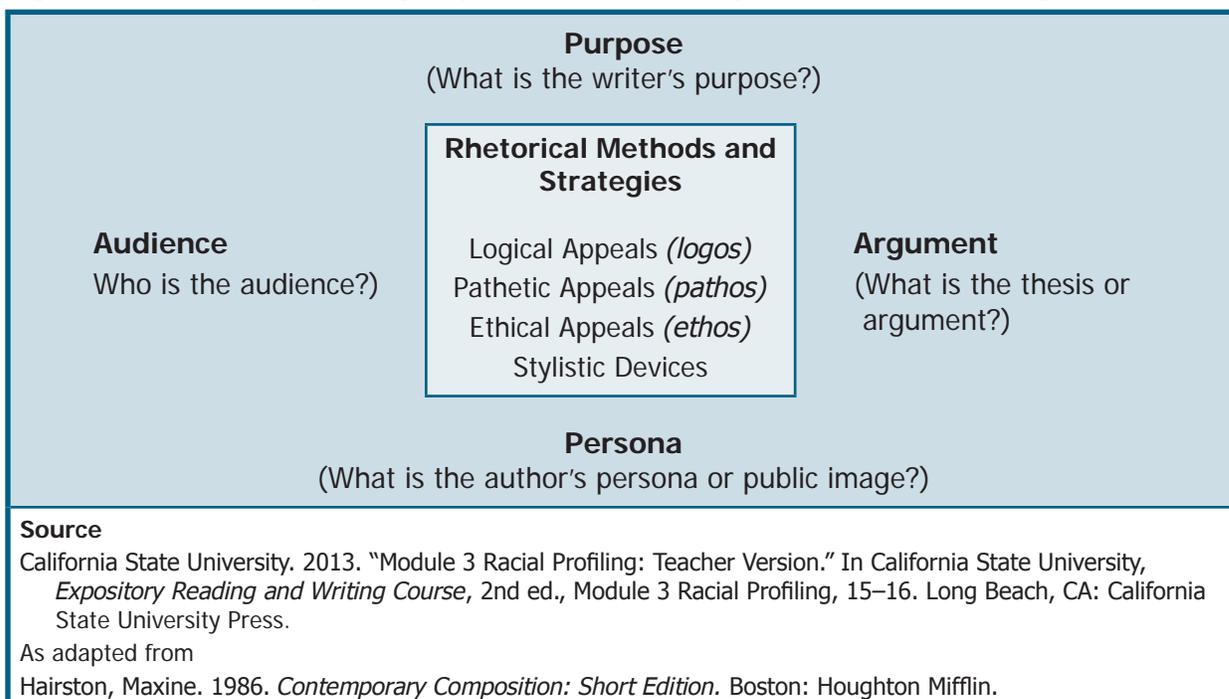
The tone of the essay is objective and the style formal, both appropriate for an essay in cultural criticism. The conclusion follows from and supports the information presented, and reflects on the significance of the topic.

Source

Student Achievement Partners. 2013. "Collection of All In Common, Writing Samples, K-12." *Achieve the Core*.

One of the most challenging aspects of teaching writing is revision. Students resist writing multiple drafts and teachers have difficulty finding time to devote to the process and respond to students' writing. A technique for engaging students in a rhetorical analysis of their own papers in preparation for revision is the PAPA Square (Purpose, Audience, Persona, Argument). Students review their papers and answer the questions for each category using a graphic organizer similar to the one in figure 7.26; they also analyze the rhetorical methods and strategies they have employed. This analysis helps students clarify their thinking about their writing and uncover areas they have not yet addressed or that need to be strengthened. Students consider their use of rhetorical methods and strategies in connection with their intended purpose, audience, persona, and argument and decide which to emphasize in their final draft. The PAPA Square can also be used when reading to analyze text and to plan writing. The sample of student writing in figure 7.25 could be analyzed using this process to identify ways in which the writing could be improved.

Figure 7.26. PAPA Square (Purpose, Audience, Argument, and Persona)



Teachers carefully examine their students' writing to determine the student's achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work, and for EL students, teachers also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

Discussing

In grades eleven and twelve students are expected to engage in discussions in which they synthesize comments, claims, and evidence made on all sides of an issue. They resolve contradictions and determine what additional information is needed to deepen the investigation. At this point in high school, students are able to manage the conversational flow of discussions independently; the teacher offers strategic guidance to move the discussion to the synthesis and to ensure that divergent and creative perspectives are heard. In the following snapshot students discuss the novel *Invisible Man*, turning to the text to resolve contradictions. The snapshot is placed in this section of the chapter because it presents a discussion; however, it relates to several other themes as well.

Snapshot 7.8. *Invisible Man*: Cultivating Conversations About Literature ELA in Grade Twelve

The students in Ms. Oliver's twelfth-grade literature class are reading Ralph Ellison's 1952 novel *Invisible Man*. Ms. Oliver's goals are for students to understand the art, craft, and varied purposes of literature. She wants to help them recognize and discuss literary themes, conceptualize literature as commentary, attend to the narrative voice and its relationship to the authorial voice, and participate in literary inquiry by making evidence-based inferences and interpretations. For homework, the students have read an article conceptualizing six aspects of alienation. In small expert groups, each assigned a different chapter of the novel, students are now discussing quotes from their chapter that illustrate concepts about alienation reflected in the narrator's behavior, actions, or change over time. Students in expert groups are also generating questions to use when they reassemble in new jigsaw groups, in which each member of the new group will be an *expert* on the chapter they discussed at length in their original group, leading the discussion of the chapter they know well.

In the following excerpt from one group's discussion of chapter eight of the novel, the students are participating in a disciplinary discourse community that reads and discusses literature, cites evidence, incorporates ideas such as alienation and individual responsibility, considers theme and character development, and explores various functions of the novel, such as how it serves as social and cultural commentary and offers *lessons* to live by.

Steve: On page 164, a quarter of the way down, "Of course you couldn't speak that way in the South. The white folks wouldn't like it, and the Negroes would say that you were putting on. But here in the North I would slough off my southern ways of speech. Indeed, I would have one way of speaking in the North and another in the South." So this goes into like how he changes himself, to put it in terms of the article, he socially and culturally estranges himself and is thus alienated. 'Cause he changes his speech.

Christopher: It's like he is culturally estranged.

Julia: And socially.

Christopher: He's pretty smart, I think. His like language and stuff.

Julia: He's not unintelligent.

Snapshot 7.8. *Invisible Man*: Cultivating Conversations About Literature ELA in Grade Twelve (cont.)

Steve: He's very unintelligent.

Christopher: You think he's unintelligent?

Julia: I think he's kind of naïve, but I don't think he's unintelligent.

Christopher: Intelligent, but naïve. Kind of drives me nuts.

Julia: But it's kind of hard to blame him, too. He gets so much conflicting advice.

Christopher: Yeah.

Steve: I have no pity for him, though, 'cause he has no sense of self.

Julia: That's something I wrote down, too. He calls himself "invisible man" but doesn't do anything about it. It's pretty clear he doesn't appreciate [being invisible], but he doesn't do anything about it.

Christopher: It's kind of weird to think about, like why?

Julia: So a discussion question could be like, Why doesn't he do anything about his invisibility?

Christopher: So, do you guys think this book is more about society, or just him, or like blacks or something in this time period?

Maribel: I think it's supposed to be about society. That is why we are reading it in English. There's supposed to be a larger message.

Julia: I think that is an interesting question, though. Because even though it is supposed to be a commentary about society, he's very egocentric, for lack of a better word. He talks about himself and his own invisibility a lot, but he doesn't really seem to talk about if anybody else feels like that or if anybody else has the same situation.

Students return to scanning the text.

Maribel: On page 170 he says, "My doubts grew. Perhaps all was not well. I remained in my room all the next day. I grew conscious that I was afraid; more afraid here in my room than I had ever been in the South." He's like just sitting in his room scared of what's going to happen next. He's almost like a kid, you know.

Julia: That could be part of the commentary, though, that the black people can't properly be themselves and they're always confined to this childish behavior or whatnot because society has alienated them.

Steve: No, 'cause if you look at the other people, like Bledsoe, who's in a position of power, and he's black, so I don't think it's that.

Julia: Yeah, that's true.

Maribel: We need more discussion questions.

Christopher: Well. I kind of wrote down the questions we had, like, Why is he such a self-estranged dude?

Julia: Is the narrator being estranged, or is he estranging himself?

Snapshot 7.8. *Invisible Man*: Cultivating Conversations About Literature ELA in Grade Twelve (cont.)

Christopher: Is it just me or is most of the books we read here supposed to teach us psychologically or something? I feel like each one has to sort of be like lessons.

Maribel: There's always a deeper meaning.

As students collaboratively converse, Ms. Oliver circulates around the room, noting in her journal which students are more or less engaged in discussions and jotting down any misconceptions she can clarify, as well as comments students make that she can highlight as examples students may want to use in their writing.

Resource

Ellison, Ralph. 1952. *Invisible Man*. New York: Random House.

CA CCSS for ELA/Literacy: RL.11–12.1, 3, 4; SL.11–12.1

Source

Adapted from

Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. 2012. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, 2nd ed., 281–282. San Francisco, CA: Jossey-Bass.

In the following snapshot students use discussion to explore a ballot measure and consider the importance of voting. This snapshot is placed in this section of the chapter because of it features discussion; however, the reading, writing, use of media, and presenting portrayed in the snapshot relate to other themes as well.

Snapshot 7.9. Why Vote? Integrated ELA/Literacy, History, and Civic Learning in Grade Twelve

Mr. Lee is teaching a unit that focuses on a compelling question: ***Why should anyone care about voting today?*** His students have studied the significant events surrounding the founding of the nation, the U.S. Constitution, and the philosophy realized in the Declaration of Independence's assertion that: "all men are created equal." Students have also read primary and secondary sources about the following: the women's rights movement in the era of Elizabeth Stanton and Susan B. Anthony that led to the passage of the Nineteenth Amendment, ratified in 1920; the series of events that ultimately led to the passage of the 1964 Civil Rights Act; and the Voting Rights Act of 1965.

In the next series of lessons, Mr. Lee's twelfth graders, many of whom are eighteen years old and eligible to register to vote, will develop a communications campaign that addresses why anyone should care about voting. In collaborative groups, they will create original media pieces, including fliers and commercials that promote interest and engagement in voting. They will also collaborate with the League of Women Voters and other civic/governmental agencies to organize and participate in service-learning activities (for example, voter registration drives, volunteering at polling booths).

As part of the process of creating and disseminating brochures to inform the parents and students in their community about election issues and agendas, the students are broken into small interest groups that will be responsible for developing written communication about a

Snapshot 7.9. Why Vote? Integrated ELA/Literacy, History, and Civic Learning in Grade Twelve (cont.)

ballot measure they are personally drawn to. The students will review the measure provided by the Secretary of State or local registrar of voters and work together to discuss the following questions:

1. What issue does this measure address?
2. What is the measure proposing to do?
3. What are the arguments in favor of this measure? What evidence supports arguments in favor of it?
4. What are the arguments against the measure? What evidence supports arguments against it?
5. What questions do we still have about this measure?
6. Why should people care about this measure? Why should they care about voting for or against measures like this?

The students create a group record of their discussion and identify how strong the arguments for and against the measures are.

Once the students have delved deeply into one ballot measure and have engaged in an extended discussion about why anyone would care about voting for or against the measure, they use this experience to create a flier and a short media piece that encourages young people their age to think seriously about voting. Each group then works with another group to view and evaluate the media pieces and fliers (using a *required criteria checklist*) and provides suggestions for refinement and revision. Once the refinement process is over, the groups present their pieces to the class and proceed to connect with community organizations to pursue their service learning projects.

CA CCSS for ELA/Literacy: RH.11–12.2, 6, 7, 9; WHST.11–12.2, 4, 6, 7; SL.11–12.1–6; L.11–12.1–3, 6

Related CA History–Social Science Standard:

11.10.6 Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and the election process.

Additional Information

Primary and secondary source documents, summaries, and other teaching materials can be found at the following:

- American Bar Association, Division for Public Education: http://www.americanbar.org/groups/public_education.html
- Constitutional Rights Foundation: <http://crf-usa.org/>
- Center for Civic Education: <http://www.civiced.org/>

Los Angeles County Office of Education. 2011. *Preparing Students for College, Career, and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Downey, CA: Los Angeles County Office of Education.

Los Angeles County Office of Education. 2003. *Education for Democracy: California Civic Education Scope and Sequence*. Downey, CA: Los Angeles County Office of Education.

Presenting

In grades eleven and twelve students make presentations in which they convey a clear and distinct perspective and a logical argument and address alternative or opposing perspectives. In the following snapshot, students demonstrate this by researching issues of race, religion, and income and engaging

in a formal debate. The following snapshot is placed in this section of the chapter because it illustrates a type of oral presentation; however, many other themes (and sub-themes) are addressed, including meaning making and writing within effective expression.

Snapshot 7.10. Debating Challenging Topics: Race, Religion, and Income Integrated ELA/Literacy, ELD, and Civics in Grade Twelve

Twelfth-grade English/history teacher, Ms. Durán, and her colleagues have been discussing ways to address contentious issues that frequently emerge during classroom discussions. Those who attend their urban high school are mostly students of color, many of them from immigrant families, and most experiencing poverty. The teachers' discussions have not always been comfortable; some of the challenging social issues students have brought up include racial stereotypes, religious differences, and income inequality. At times, the teachers have been unsure about how—or whether—to address students' questions and comments about these topics; however, through collaborative reading, in-depth professional learning, and many candid conversations, the teachers have come to feel that they can facilitate discussions about these issues in their classrooms in ways that promote students' critical thinking, academic literacy development, and understandings about social justice issues.

To focus on social justice and civil rights issues and to support their students' understanding that social justice transcends race, religion, gender, and even national borders, Ms. Durán and her colleagues collaboratively design a unit in which students debate questions such as the following:

- Should children of undocumented immigrants be granted in-state tuition?
- How should immigration to the U.S. be regulated?
- Should college admissions be determined by affirmative action?
- Should high schools have dress codes?

After discussing these questions in small groups, Ms. Durán places students in *debate teams*, strategically structuring the groupings of two to four to account for students' personalities, interests, and academic and social strengths. She shares the following guidelines with her students:

- All students research each issue.
- Each team debates only one issue during the unit.
- The debaters prepare a six-minute argument, which they deliver from a podium, and then respond to questions afterward.
- Each team member takes part in either delivering the argument, answering questions, or making counter-arguments.
- Non-debaters ask the debaters questions.
- Each team provides a short rebuttal and summation.

The culminating assignment for the unit is a written argument that on an issue that students did not debate thereby giving students an opportunity to transfer what they are learning about argument to a new topic.

The teachers have found that this format provides students with a safe, structured, and scholarly way to engage in civil debate: students who may be reluctant to speak about challenging issues (such as race, religion, poverty, immigration, etc.) need to learn how to do it in a way that is convincing yet not inflammatory. Importantly, they have also found that debating these issues verbally first often results in stronger argumentative writing.

Snapshot 7.10. Debating Challenging Topics: Race, Religion, and Income Integrated ELA/Literacy, ELD, and Civics in Grade Twelve (cont.)

CA CCSS for ELA/Literacy: RI-RH.11–12.7, 8; W.11–12.1; W-WHST.11–12.7, 8; SL.11–12.1, 3, 4b; L.11–12.3, 6
CA ELD Standards (Bridging): ELD.PI.11–12.2, 9, 10, 11a

Additional Information

Haney-López, Ian F. 2008. "Debating Racially Charged Topics." In *Everyday Antiracism: Getting Real About School*, edited by Mica Pollock, 242–245. New York: The New Press.

Duncan-Andrade, Jeffrey M. R., and Ernest Morrell. 2008. *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New York: Peter Lang.

Using Language Conventions

In high school fewer language conventions are introduced. Rather, students are expected to demonstrate command of the conventions of standard English grammar and usage taught in previous grades and refine their use in writing and speaking. The same is true of the use of conventions for capitalization, punctuation, and spelling in writing. Teachers need to consider the standards identified in the Language strand with an asterisk from previous grades (figure 7.10). Based on teachers' observations of students' writing and speaking, teachers may identify one or more of the standards from previous grades that need to be reinforced through focused instruction.

New to grades eleven and twelve are the following:

- Applying the understanding that usage is a matter of convention, can change over time, and is sometimes contested (L.11–12.1a)
- Resolving issues of complex or contested usage, consulting references as needed (L.11–12.1b)
- Observing hyphenation conventions (L.11–12.2a)

Students learn these new conventions by identifying models of the conventions in the texts they read and then emulating those models in their own writing. To improve their use of conventions, students need to write frequently, write pieces of varying lengths, and write multiple drafts. During the editing process (after revisions have been made) teachers and students identify the conventions in their papers that most need correction. The aim is for students to develop awareness of their use of conventions in their writing and edit their papers independently. Focused and judicious feedback from the teacher is necessary.

Content Knowledge

Students in grades eleven and twelve use their knowledge of language and literacy to learn content in ELA and other subjects. Literature, in its various forms, is the basis of much of the instruction in ELA, although students do read and write about literary nonfiction and nonfiction in ELA and in other content areas. In grades eleven and twelve the focus of literature is often American and British literature. At the end of this grade-span section, vignettes use a work of American literary nonfiction to illustrate teaching and learning in ELA and ELD. In the following snapshot, ELA and literacy are integrated in economics instruction in a grade-twelve class.

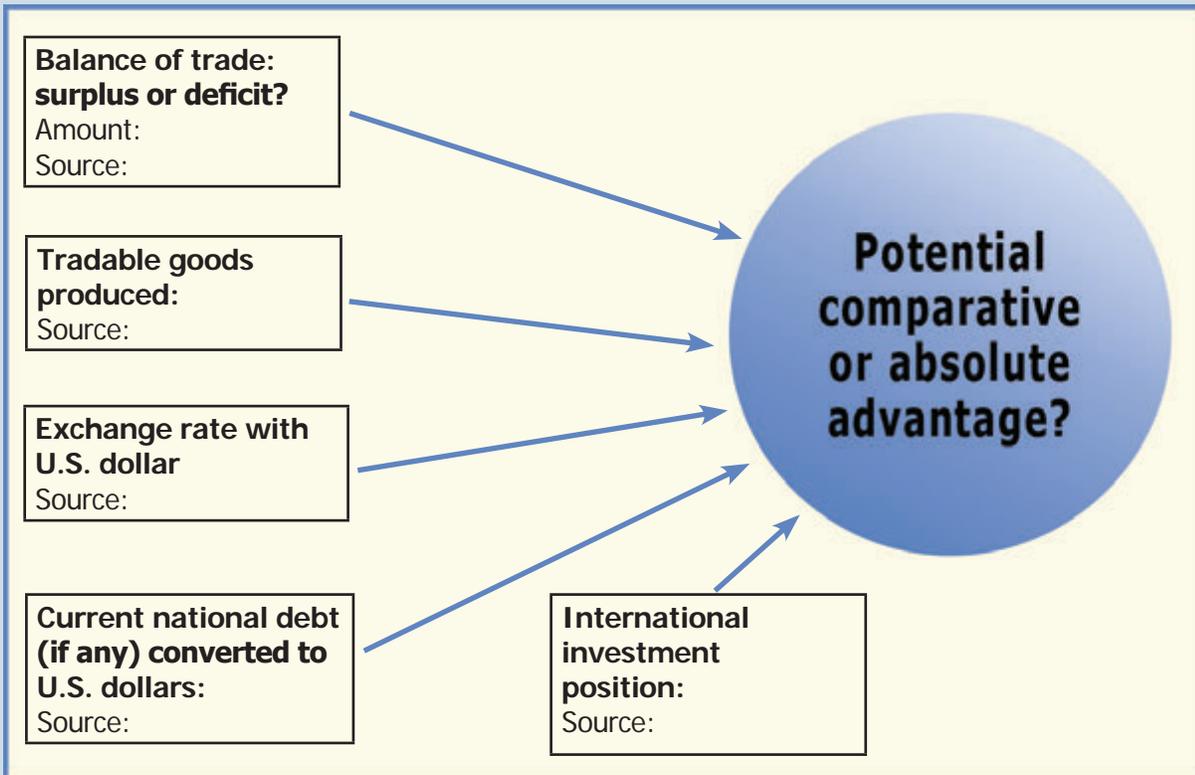


Snapshot 7.11. Using a Graphic Organizer Integrated ELA/Literacy and Economics in Grade Twelve

Before beginning a unit on International Trade, Mr. Toft consulted the ELA teacher, Ms. Kingham, about how he could best assist his students in learning not only the meaning of the words in the unit, but also the concepts, such as when trade imbalances can be problematic and why. Ms. Kingham shared some of the graphic organizers she uses when teaching students to identify connections between individuals, ideas, and/or events. Mr. Toft selected a graphic organizer that he thought would be effective for his purposes.

The unit title, International Trade, is at the top of the whiteboard in Mr. Toft's senior economics class. There is also a list of items under a header that says, "What We Know About International Trade." Mr. Toft tells the class, "Okay, you are doing a great job telling me what you have learned about the U.S. economy and how what happens in Greece or China, for example, can have a big impact on the U.S. financial system. Now, we want to go a little bit deeper to examine when trade imbalances can be problematic and when they are not. We don't want to know only how to define terms like *comparative advantage* and *absolute advantage*, but also why they occur, how they contribute to or are impacted by exchange rates, the national debt, and a country's international investment position." As Mr. Toft is speaking, he points to some of the terms on the board: *balance of trade*, *comparative advantage*, *absolute advantage*, *exchange rate*, *national debt*, *international investment position*.

Mr. Toft divides the class into small groups of three or four students and gives each team two items: a 5 x 7 note card with the name of a country written on it, and a graphic organizer.



Snapshot 7.11. Using a Graphic Organizer Integrated ELA/Literacy and Economics in Grade Twelve (cont.)

He explains the task: “As a team, you’re going to conduct an Internet search about the country you see printed on your note card. That country is a U.S. trading partner, and the graphic organizer is going to help you focus the information you need to make a decision about the economic benefits and/or problems of the U.S. conducting international trade with that country. You can divide up the categories of information among the members of your team. Someone needs to research whether the U.S. has a trading deficit or surplus with the country. For all responses, be sure to provide the figures that will support your answer about the balance of trade and the source of that information. Someone else can research the tradable goods that the country imports from or exports to the U.S. A third team member can find the exchange rate of the country’s currency with the U.S. dollar as well as the amount of the country’s national debt. Be sure to convert the country’s currency into U.S. dollars, even if the debt is zero dollars. If you have a fourth team member, that person will research the country’s international investment position. You remember how we looked at that for the United States already, so you can use your notes to help you. If you do not have a fourth team member, the team will work on that part together. When everyone is done, we’ll talk about how the team can evaluate all that information to determine whether your group’s assigned country or the U.S. has a possible comparative or absolute advantage with the particular tradable goods.”

As the groups begin to divide up the work, Mr. Toft circulates around the room, monitors student discussion, and responds to any questions students may have.

CA CCSS for ELA/Literacy: RH.11–12.2, 7, 10; WHST.11–12.7, 9; SL.11–12.1; L.11–12.4

Related CA History–Social Science Standards/Principles of Economics:

12.2 Students analyze the elements of America’s market economy in a global setting.

12.4 Students analyze the elements of the U.S. labor market in a global setting.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’ borders.

Source

Kosanovich, Marcia L., and Debra H. Miller. 2010. “Scenario F.” *Eight Scenarios Illustrating the Adolescent Literacy Walk-through for Principals*, 20–22. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

The following snapshot illustrates the integration of literacy and history/social science within a twelfth-grade civics class.

Snapshot 7.12. Understanding War-Making Powers Integrated ELA/Literacy and History–Social Science/Civics in Grade Twelve

In Mr. Jackson’s twelfth-grade government class, students have been discussing the power of the executive branch, and, in particular, the war-making powers of the presidency. Today, the students will first review the president’s Commander in Chief powers outlined in the Constitution. With knowledge of that constitutional authority as a foundation for their investigations, students will then consider the war-making power exercised by American presidents during the Vietnam War. In addition to the Constitution, students will review both the *Gulf of Tonkin Resolution* and *War Powers Act* to develop their own answer to the following question:

How did the President’s war making powers evolve over the course of the Vietnam War?

After Mr. Jackson reminds his students that the power to declare, make, and fund a war is a shared responsibility between the executive and legislative branches of the government, as outlined in the Constitution, the students consider an excerpt from *Article II, Section 2* of the *U.S. Constitution*. As students read, they focus on the verbs and nouns in the passage to help answer the focus question for the passage: *How does the Constitution define the President’s powers in matters of war?* Next, the students read and then deconstruct an excerpt from *Article I* of the *U.S. Constitution* to respond to a second question: *How does the Constitution define Congressional power in matters of war?*

With a grounding in the relevant Constitutional authority for war-making, the students then turn to three primary sources from the Vietnam War era: *The Tonkin Gulf Resolution*, *The Legality of United States Participation in the Defense of Vietnam* (Department of State), and *The War Powers Act*. Each document includes support strategies to foster student understanding of complex and dense text. For example, with the *Tonkin Gulf Resolution*, students use a graphic organizer to understand the construction of the argument for military intervention and the necessity for executive action. In *The Legality of United States Participation in the Defense of Vietnam*, the students consider the use of reference devices (or ways of referring readers backward or forward in a text) to break down abstract and complex text.

After completing their individual analyses of each primary source, students compare their findings by considering how each document defined executive war-making powers in order to turn once again to their initial focus question: How did the President’s war making powers evolve over the course of the Vietnam War? Then, using evidence gleaned from the primary sources to inform and substantiate their claims and refute counterclaims, students work together in small groups to write the first draft of an argumentative essay responding to the focus question.

Resources

Tonkin Gulf Resolution; Public Law 88–408, 88th Congress, August 7, 1964; General Records of the United States Government; Record Group 11; National Archives.

The Legality of United States Participation in the Defense of Viet-Nam, March 4, 1966. Legal Memorandum prepared by Leonard C. Meeker, Legal Adviser of the Department of State; submitted to the Senate Committee on Foreign Relations on March 8, 1966.

Snapshot 7.12. Understanding War-making Powers Integrated ELA/Literacy and History–Social Science/Civics in Grade Twelve (cont.)

CA CCSS for ELA/Literacy: RH.11–12.1, 7, 9

Related CA History–Social Science Standards:

11.1.3 Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

12.4.4 Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

Source

Adapted from

Rentz, Jenna, and Bryan Shaw. "The Power of the Presidency." *Teaching Democracy*. A Partnership of Cal Humanities and the California History–Social Science Project.

Content knowledge is supported, as are all the themes, by wide reading. Accordingly, teachers plan a program of independent reading that encompasses literature, literary nonfiction, and nonfiction to support students' knowledge acquisition. See the section on wide reading and independent reading in chapter 2 of this *ELA/ELD Framework* and in the overview of the span in this chapter.

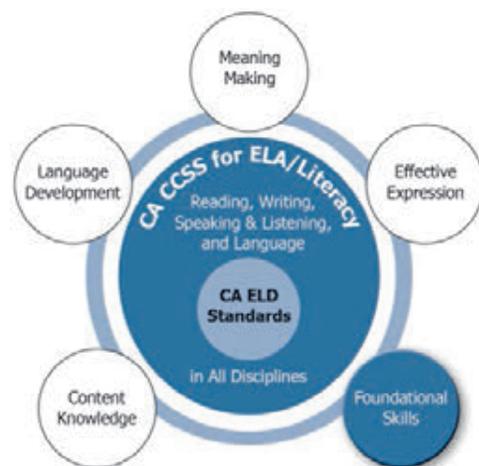
Foundational Skills

For information on teaching foundational skills to high school students who need this strategic support, see the foundational skills section in the overview of the span as well as chapter 9, Access and Equity, in this framework.

English Language Development in Grades Eleven and Twelve

English learners in the final years of high school are preparing for their adult lives. Their English language development depends on a carefully crafted comprehensive program that both ensures their full access to intellectually rich curricula and to their accelerated development of English, and in particular, academic English. Their ELD occurs throughout the day across the disciplines (integrated ELD), during which their teachers use the CA ELD Standards to *augment* the ELA and other content instruction they provide. Their ELD also occurs during a time specifically designated for developing English based on their particular language learning needs (designated ELD). The type and intensity of support teachers provide to ELs depends on a variety of factors, including students' English language proficiency, their prior schooling experiences, and their familiarity with the content and tasks teachers have planned.

For example, to help ELs at the late Emerging level of English language proficiency write an explanation of an historical event in English, teachers first consider each student's primary language and literacy background. For students with a strong literacy background in their primary language, the transition to English is likely to occur more rapidly than for students with little literacy in their primary language. In content instruction with integrated ELD, teachers might offer substantial support by providing graphic organizers that structure essays into the stages of the text type and sentence or paragraph frames to use in the essay; such frames include text connectives for creating cohesion



(e.g., *consequently, as a result*). Teachers might also provide bilingual dictionaries and thesauruses, so students can include precise vocabulary related to the topic. Teachers also teach some high leverage general academic vocabulary (*justified, deliberate*) explicitly, making sure to draw students' attention to cognates.

Students at the Expanding and Bridging levels of English language proficiency likely do not need this level of linguistic support. What support is given may be shared between content instruction/integrated ELD and designated ELD time. However, all EL students need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 7.27 presents a section of the CA ELD Standards (ELD.PI.11–12.12) teachers can use, in tandem with the CA CCSS for ELA/Literacy and other content standards, to plan instructional support differentiated by proficiency level and need for scaffolding.

Figure 7.27. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum		
Emerging	Expanding	Bridging
<p>12. Selecting language resources</p> <p>a. Use familiar general academic (e.g., <i>temperature, document</i>) and domain-specific (e.g., <i>cell, the Depression</i>) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media <i>re</i>lies on official sources.).</p>	<p>12. Selecting language resources</p> <p>a. Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy, dissuade</i>) and domain-specific (e.g., <i>chromosome, federalism</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The <i>cardiac</i> muscle works <i>continuously</i>).</p>	<p>12. Selecting language resources</p> <p>a. Use a variety of grade-appropriate general (e.g., <i>alleviate, salutary</i>) and domain-specific (e.g., <i>soliloquy, microorganism</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>inaugurate</i> to <i>inauguration</i>).</p>

Designated ELD is a protected time during the regular school day when qualified teachers work with ELs. Students are grouped by similar English proficiency levels and linguistic needs, and teachers focus on critical academic language the students need to develop to be successful in content subjects. Designated ELD time is an opportunity for teachers to focus deeply on the linguistic resources of English that ELs need to develop to engage with and make meaning from content, express their understandings of content, and create new content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time; however, the content focus is derived from ELA and other curricular areas.

For students with disrupted schooling backgrounds and no or low literacy in their primary language, teachers need to explicitly attend to foundational literacy skills in English. Long-term English learners, that is, students who have been in U.S. schools for more than five years and have still not exited from EL status, are likely to need intensive instruction in academic English.

Students entering U.S. schools in eleventh and twelfth grades at the lower levels of English language proficiency need to develop these skills in an *intensive* and *accelerated* program of English language development study so that their academic studies are not compromised. For newcomer ELs, schools need to carefully assess language and literacy skills and content knowledge in the primary language to determine an appropriate instructional program. For students with disrupted schooling backgrounds and no or low literacy in their primary language, teachers need to explicitly attend to foundational literacy skills in English. Long-term English learners, that is, students who have been in U.S. schools for more than five years and have still not exited from EL status, are likely to need *intensive* instruction in academic English. This instruction includes many meaningful opportunities to interpret and

create complex informational and literary texts and to analyze the language features of these texts (including the academic vocabulary, grammatical structures, and text organization) in order to develop metalinguistic awareness and achieve standards. For additional information on a comprehensive approach to ELD that meets the unique needs of ELs at different English language proficiency levels, see English language development in the overview of the grade span in this chapter.

ELA/Literacy and ELD in Action in Grades Eleven and Twelve

Both the CA CCSS for ELA/Literacy and the CA ELD Standards call for students to develop approaches for analyzing complex texts deeply and thoughtfully to derive meaning. For example, CA CCSS for ELA/Literacy Reading for Informational Texts Standard 6 for grades 11–12 (RI.11–12.6) requires students to “determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.” At the same time, CA ELD Standard 8 in Part I for grades eleven and twelve at the Bridging level (ELD.PI.11–12.8.Br) calls for students to analyze authors’ language choices and “explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.”

Both sets of standards also emphasize the importance of academic language awareness—including how to use general academic and domain specific vocabulary and complex grammatical structures—when reading, discussing, and writing literary and informational texts. For example, the CA CCSS for ELA/Literacy Language Standard 3 for grades 11–12 (L.11–12.3) states that students should be able to “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 listening.” Similarly, and to emphasize the importance of language in content learning, CA ELD Standard 4 in Part 1 for grades 11–12 at the Bridging level (ELD.PI.11–12.4.Br) calls for EL students to develop the ability to “adjust language choices according to the task

Both sets of standards also emphasize the importance of academic language awareness—including how to use general academic and domain specific vocabulary and complex grammatical structures—when reading, discussing, and writing literary and informational texts.

(e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter)." This is another example in which the CA ELD Standards augment and amplify the CA CCSS for ELA/Literacy.

Accordingly, teachers prepare units and lessons carefully to focus purposefully on content understandings and language and literacy development. Teachers select challenging texts that are worth reading and rereading and that are relevant to students. As a part of planning, teachers read the texts ahead of time to determine which concepts, elements of comprehension, and language (including vocabulary and grammatical structures, as well as poetic or figurative uses of language) might pose challenges for their students and which might also present opportunities for students to extend their content understandings, linguistic repertoires, and their abilities to interact with and question the texts they read. Teachers plan a sequence of lessons that builds students' abilities to read and understand complex texts

with increasing independence in ways that constantly and progressively work toward larger goals, such as end-of-unit performance tasks. This requires teachers to analyze the cognitive and linguistic demands of the texts, including the sophistication of the ideas or content, students' prior knowledge, and the complexity of the vocabulary, sentences, and organization. Teachers consider the kind of language required by the planned oral and written tasks and prepare many appropriately scaffolded opportunities for students to use this language meaningfully before they are asked to produce it independently. Teachers present and discuss mentor texts so that students have models to analyze and emulate.

Teachers also provide clear scaffolding to help students read texts analytically. High school students need many opportunities to read a wide variety of texts and to discuss them, asking and answering literal and inferential text-dependent questions to determine the meanings in the text and to evaluate how well authors present their ideas. To this end, teachers—as expert readers themselves—can demonstrate close reading by modeling a think aloud for students, highlighting the literal and inferential questions they ask themselves and emphasizing the features of language and ideas they notice while reading. In addition, teachers can provide opportunities for students to engage meaningfully with Web-based and other multimedia resources (e.g., videos, multimedia presentations, photographs) on topics related to the reading, to expand students' knowledge and to support comprehension as well as discussion of high-level concepts. Integrating technology reflects students' lived experiences, which typically involves immersion in various types of media.

High school students need many opportunities to read a wide variety of texts and to discuss them, asking and answering literal and inferential text-dependent questions to determine the meanings in the text and to evaluate how well authors present their ideas.

As a part of planning, teachers read the texts ahead of time to determine which concepts, elements of comprehension, and language (including vocabulary and grammatical structures, as well as poetic or figurative uses of language) might pose challenges for their students and which might also present opportunities for students to extend their content understandings, linguistic repertoires, and their abilities to interact with and question the texts they read.

Importantly, for all students, and especially ELs, teachers should explicitly draw attention to the language of texts, including how different types of texts are organized and how writers use particular language resources (e.g., text connectives, long noun phrases, types of verbs, general academic and domain-specific vocabulary) to achieve specific purposes (e.g.,

to persuade, to explain, to inform, to entertain). Examples of specific language resources students can learn to identify and use deliberately are text connectives to create cohesion throughout texts (e.g., *for example, unexpectedly, in the end*); long noun phrases to expand and enrich ideas within sentences, adding precision and nuances (e.g., *"This would go far to explain the desperation with which he issued pardons and the charity that he wanted to extend to the conquered South at the war's close."* [NGA/CCSSO 2010b: Appendix B, 170]); complex sentences to establish relationships between ideas (e.g., *If solitude is proud, so is society vulgar*" [NGA/CCSSO 2010b: Appendix B, 167]); and figurative language to evoke images and feelings in the reader's mind (e.g., *"The light lingered about the lonely child, as if glad of such a playmate . . ."* [NGA/CCSSO 2010b: Appendix B, 145]). These types of language choices are made deliberately by writers, and providing students with many opportunities to discuss how language choices convey particular meanings for specific purposes enhances students' comprehension of complex texts, gives them options for writing, and develops their metalinguistic awareness.

Lesson planning should anticipate year-end and unit goals and incorporate framing questions, such as those provided in figure 7.28.

Figure 7.28. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The ELA/Literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/Literacy Vignette

Vignette 7.3 demonstrates how a teacher might implement the CA CCSS for ELA/Literacy and the CA ELD Standards in tandem during ELA instruction (in which ELD is integrated into instruction using the CA ELD Standards). Students consider the history and impact of the U.S. Civil Rights Movement by reading and interacting with primary source materials and the nonfiction book *Bury My Heart at Wounded Knee: An Indian History of the American West* by Dee Brown.

Vignette 7.3. Reading, Analyzing, and Discussing Complex Texts in American Literature Integrated ELA/Literacy, ELD, and History in Grade Eleven

Background

Ms. Robertson teaches eleventh-grade English in an urban high school. She meets regularly with the other English teachers, the eleventh-grade U.S. history teachers, and the English language development and special education specialists at her school during collaborative planning time to ensure that all their students understand the connections between the literary and informational texts they are reading in their English and history classes. Hearing more about what the students are learning in their U.S. history class also gives Ms. Robertson an opportunity to reinforce understandings of important historical concepts and events in her English class. The current interdisciplinary unit explores the U.S. Civil Rights Movement.

In U.S. history class students learn, among other things, to interpret past events in their historical context; identify authors' perspectives and biases; evaluate major debates among historians regarding interpretations of the past; and show connections between historical events and larger social contexts. In both their U.S. history and English classes, students examine primary and secondary sources and engage in conversations and writing tasks about the topics at hand. Before examining the unit's featured text, *Bury My Heart at Wounded Knee: An Indian History of the American West*, by Dee Brown, the history teachers make sure students understand the historical context in which it was written. The book was published in 1970, shortly after the founding of the American Indian Movement (AIM), the group that occupied Alcatraz seeking to reclaim Native American land. In U.S. history, students learn about how Indian activism during this period was situated in the context of the broader Civil Rights Movement and how this activism led to the passage of important civil rights policies (e.g., the 1968 Indian Civil Rights Act, the 1972 Indian Education Act, the 1975 Indian Self-Determination and Education Assistance Act). To gain a better understanding of the historical events leading up to the American Indian Civil Rights Movement, students also view and discuss portions of the PBS documentary *We Shall Remain* (<http://www.pbs.org/search/?q=we%20shall%20remain&producer=PBS>) in their history classes.

Vignette 7.3. Reading, Analyzing, and Discussing Complex Texts in American Literature Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)

Ms. Robertson and her colleagues understand that it is critical for high school students to read multiple texts representing a variety of perspectives, in order to gain an understanding of bias and learn about the objections of some people who did *not* want policies that supported desegregation and other civil rights. For example, in history class, students read writings by and view televised interviews of people who held divergent perspectives on various topics during the Civil Rights Movement. The teachers have discussed how a *simplistic* presentation of history can result in students' limited understandings of historical events and lead them to ignore multiple perspectives. Teachers therefore emphasize that human decision-making is complex and depends on many different factors, including historical and cultural contexts.

In English class, Ms. Robertson guides her students to explore a range of perspectives about various aspects of the Civil Rights Movement by reading literary texts (including novels, short stories, and poems) and related informational texts. Students also view and discuss documentaries and other multimedia, such as scenes from plays and films. The unit's culminating task asks students to write arguments that draw on evidence from the texts and media they have examined to support their arguments regarding the responsibilities of historians to depict history from multiple perspectives. One goal is for students to think critically about how documents represent people and events differently depending on who is writing the text.

The unit includes reading and discussion of a variety of literary and informational genres representing diverse perspectives, including a selection of the following:

- *Tracks*, by Louise Erdrich, which is a novel that addresses tensions between traditional Native American cultures and the westernizing influence of white America
- *The Bluest Eye*, by Alice Walker, which is the story of a young African American girl dealing with racism, poverty, and other issues
- Novellas from *I Hotel*, by Karen Tei Yamashita, Leland Wong, and Sina Grace, which tell the stories of Asian Americans in San Francisco during the 1960s and 1970s
- *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jiménez, which is a collection of autobiographical short stories about the life of an immigrant in the U.S.
- A National Farm Workers Association speech given by Dolores Huerta in Sacramento, April 10, 1966 (<https://diva.sfsu.edu/collections/sfbatv/bundles/185999>).
- Martin Luther King's "Letter from Birmingham Jail," which advocated for the philosophy of non-violence as a political strategy
- The play, *A Raisin in the Sun*, by Lorraine Hansberry, which explores, among other things, African American identity, racism, and social status in the 1950s
- Several poems, including "Let America Be America Again," by Langston Hughes (<http://www.crmvet.org/poetry/fhughes.htm>), and an excerpt from *I am Joaquín: Yo Soy Joaquín*, by Rodolfo Corky Gonzales (<http://www.latinamericanstudies.org/latinos/joaquin.htm>). (The students may also write original poems from the perspective of an individual engaged in the struggle for civil rights)

Ms. Robertson's English class includes students who experience challenges with reading and writing grade-level texts, as well as students who are reading at and above grade level. Her class also includes three ELs at the late Emerging and early Expanding levels, and several ELs at the Bridging level. All students are capable of and accustomed to engaging in collaborative

Vignette 7.3. Reading, Analyzing, and Discussing Complex Texts in American Literature Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)

conversations about complex texts and topics, and Ms. Robertson provides ample and varied levels of support so that students can meet these challenges.

Lesson Context

At the beginning of the week, Ms. Robertson asks her students to view and discuss the portrait “Manifest Destiny” by John Gast, which provides an opportunity for the students—regardless of their prior knowledge of westward expansion in the 19th century—to discuss how ideas in art can both reflect and shape human beliefs and actions. Ms. Robertson also asks the class to view and discuss how Native Americans were depicted in photographs taken in the nineteenth century. This task prepares students for discussing authors’ perspectives in texts. The students then view and discuss brief excerpts from the film, *Bury My Heart at Wounded Knee* (HBO Films), before reading excerpts from the book on which the movie was based. The students compare the way Native Americans and the U.S. government were depicted in the film, photographs, and art. Ms. Robertson tells her students that, in order to understand the text they will be reading, it is important to think critically about the historical context, as well as whose perspectives are being represented.

Ms. Robertson’s students will be reading excerpts from the book *Bury My Heart at Wounded Knee: An Indian History of the American West*, by Dee Brown. It is an historical informational text that describes the experiences of American Indian people from their own perspectives during the second half of the nineteenth century. For the unit on the U.S. Civil Rights movement, this book is considered a primary source as it was published in 1970 at a time of increasing American Indian activism, and it addresses the civil rights of Native Americans. The book weaves together many primary and secondary source documents from the 19th century. (For studying westward expansion in the late 19th century itself, the book is considered a secondary source.)

The learning target for today’s lesson and related standards follow.

Learning Target: Students will closely examine and discuss an excerpt from *Bury My Heart at Wounded Knee* to better understand the author’s perspective and reasons for the American Indian Civil Rights Movement.

CA CCSS for ELA/Literacy: *RI.11–12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; RI.11–12.6 – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text; SL.11–12.1 – Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*

Vignette 7.3. Reading, Analyzing, and Discussing Complex Texts in American Literature Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)

CA ELD Standards (Expanding): ELD.PI.11–12.1 – Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas; ELD.PI.11–12.3 – Negotiate with and persuade others in discussions and conversations using learned phrases and open responses to express and defend nuanced opinions; ELD.PI.11–12.6b – Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials.

Related CA History–Social Science Standard:

11.10. Students analyze the development of federal civil rights and voting rights.

Lesson Excerpts

In today's lesson, Ms. Robertson guides her students to read parts of the first chapter from *Bury My Heart at Wounded Knee* carefully and analytically, using a variety of instructional approaches. She focuses on four main tasks:

- A careful reading of a passage from the text
- A collaborative conversation about the passage using text-dependent questions
- A collaborative summary of the passage
- A written response synthesizing the day's learning

Ms. Robertson begins by asking students at their tables to recall and briefly discuss what they learned from viewing the documentary, art, and photographs on previous days, as well as what they have been learning about in their U.S. history classes. To help students express their ideas more confidently, she provides students with optional sentence frames (e.g., We noted in the reading that _____. We observed in the photographs/painting/documentary that _____). In the whole group debrief, Ms. Robertson notes that she overheard some students discussing the negative assumptions made about American Indians. She briefly provides an overview of the first chapter, and she tells students that the text provides perspectives that counter some of the negative assumptions about American Indians that were prevalent and that may continue to exist in present times.

She reads aloud the first several paragraphs of chapter one as students follow along in their own copies of the text. She stops every so often to model the use of different types of comprehension strategies, including pointing out and explaining terms that are key to understanding the text. She models engaging in good reading practices by asking herself clarifying questions and stopping to summarize and take stock of what she has read at the end of a paragraph or longer section. After she has read the short section aloud, she poses a few comprehension questions to the class to ensure that they have understood the gist.

Next, she asks her students to read independently the next passage in the text, which she has provided on a separate handout and consider some text-dependent questions as they read. She asks them to jot down their responses to the questions as well as any questions they have about the text and to circle any unfamiliar vocabulary they encounter directly on the handout.

Vignette 7.3. Reading, Analyzing, and Discussing Complex Texts in American Literature Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)

Previously, the class read other texts and addressed text-dependent questions using a similar procedure, so they are familiar with the task. Additionally, Ms. Robertson previewed the content of the present text, as well as the meanings of the text-dependent questions, with the EL students at the Emerging level to ensure that they would be able to fully engage in the task.

Before students read the text independently, Ms. Robertson briefly explains the meaning of several terms that she anticipates may be unfamiliar to students (i.e., *decade*, *blotted out*, *gradual stages*, *clamor*, *remnants*). She does not spend much time explaining these terms, nor does she tell students the meaning of all of the words that may be unfamiliar. Her students know that in complex texts, much of the language will be challenging, and they are accustomed to identifying words that are unclear to them, looking at the text surrounding unfamiliar words to determine the words' meanings, using their dictionaries and/or thesauruses, and asking one another for clarification about word meanings during conversations.

Ms. Robertson uses a strategy called "1–2–4," where students first write down their responses to the questions ("1"), then take turns asking the questions and sharing their responses with a partner ("2"), and finally discuss the same questions in a group of four ("4"). Each table has four students. (Later in the year, once all students are able to fully participate in extended conversations, she will decrease the level of scaffolding and skip step "2.") The students' handout follows.

Bury My Heart at Wounded Knee – Excerpt (p. 7) and Focus Questions

The decade following the establishment of the "permanent Indian frontier" was a bad time for the eastern tribes. The great Cherokee nation had survived more than a hundred years of the white man's wars, diseases, and whiskey, but now it was to be blotted out. Because the Cherokees numbered several thousands, their removal to the West was planned to be in gradual stages, but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus. During the autumn of 1838, General Winfield Scott's soldiers rounded them up and concentrated them into camps. (A few hundred escaped to the Smoky Mountains and many years later were given a small reservation in North Carolina.) From the prison camps they were started westward to Indian Territory. On the long winter trek, one of every four Cherokees died from cold, hunger, or disease. They called the march their "trail of tears." The Chocktaws, Chickasaws, Creeks, and Seminoles also gave up their homelands in the South. In the North, surviving remnants of the Shawnees, Mamis, Ottowas, Hurons, Delawares, and many other once mighty tribes walked or traveled by horseback and wagon beyond the Mississippi, carrying their shabby goods, their rusty farming tools, and bags of seed corn. All of them arrived as refugees, poor relations, in the country of the proud and free Plains Indians (Brown, 1970, p. 7).

Guiding Questions:

How is the experience of the Native Americans during this period of history depicted in the text?

What is happening in this section, and *who* or *what* is involved?

What was the "permanent Indian frontier"?

Who was being removed to the West and *why*?

**Vignette 7.3. Reading, Analyzing, and Discussing
Complex Texts in American Literature
Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)**

After students have had sufficient time to read the text once, Ms. Robertson facilitates a brief discussion to clarify terms and answer questions. She asks students to return to the text and read it a second time, this time writing notes and marking up relevant parts of the text in response to the following additional focus questions:

- What is the author’s perspective about the Native Americans’ experiences?
- What specific language (words and phrases) does Brown use to communicate to readers his point of view and attitudes?

Students have used focus questions such as these to read sections of other texts analytically. Ms. Robertson reminds them of some previous occasions when word choices (e.g., a *glorious* rebellion, a *devastating and life-changing* event, *fortunately*) have helped them determine an author’s viewpoint. The class has discussed how all authors, regardless of genre, have opinions and attitudes when they write, and how these perspectives are conveyed in history and science texts differently than they are in novels and stories. For example, the class has discussed how textbooks often depict a very small portion of history and how the process of selecting which portion to include or exclude (even when it is simply a list of factual events) can represent the bias or opinions of the individual making the selection.

After the students have had sufficient time to read the text once again and write down some notes independently, Ms. Robertson asks them to share their ideas first in pairs (“2”) and then in their table groups (“4”). She randomly assigns a *recorder* at each table who will be responsible for taking notes on the group consensus, using a template Ms. Robertson has provided (all students must also write down the consensus statements on their handouts). She asks students to refer to their notes and the textual evidence as groups come to agreement in response to each question. She reminds them of the poster in the classroom that lists ways to respectfully participate in an academic conversation and tells them that she expects to hear some of this language as she listens to their discussions. She also asks the class to repeat some of the sentence frames together and encourages students to incorporate such language into their own academic speech and writing whenever possible. She also reiterates that they are free to use any type of language that helps them to communicate their ideas. Part of the poster follows.

(Some) Language for Taking an Academic Stance	
<p><i>To cite evidence from the text:</i> In this part of the text we see that _____. My understanding of the text is that _____. One thing I noticed was that _____.</p>	
<p><i>To ask for clarification:</i> Can you say more about _____? What do you mean by _____? Can you show me evidence in the text that _____?</p>	<p><i>To affirm or agree:</i> That’s a really good point. I like what you said about _____ because _____.</p>

**Vignette 7.3. Reading, Analyzing, and Discussing
Complex Texts in American Literature
Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)**

(Some) Language for Taking an Academic Stance (cont.)

To build or add on:

I'd like to elaborate on to what you said.

Also, ____.

To disagree respectfully:

I'm not sure I agree with ____

because ____.

I can see your point. However, ____.

As students converse, Ms. Robertson circulates around the room, answering questions and prompting students' thinking. She observes how individual students participate, process the ideas, and use language appropriate for the task. At one point, she listens in on a conversation that includes two EL students at the early Bridging level of English language proficiency, Adriana and Chue.

Sara: I think that what's mostly happening in this part is that the Cherokee nation is being removed from their lands and to the West. They're going to move them somewhere in the West. Before, when Ms. Robertson was reading, they said that the "permanent Indian frontier" would let them stay because it was supposed to be permanent, but now they have to go. So, I think the quotation marks mean that it's not really permanent.

Adriana: *That's an interesting point. Also, I noticed that* it says that there were soldiers. I think the soldiers were putting them into prisons. But some of them got away into the mountains.

Sara: Yeah, I think they put them into prisons first, and then they moved them all West, right?

Chue: There was something about gold that I don't get.

David: Yeah, I saw that, too. It says "but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus." So, I think there was gold on their land. They found gold there.

Chue: And the soldiers wanted it. So the soldiers were doing the removing.

Sara: The government. The U.S. government wanted it, I think.

Chue: So, *my understanding of the text is that* the government wanted gold, and then they moved the Cherokee nation to the West. But, *why* couldn't they just let them stay there while they got the gold?

Ms. Robertson: Can you take a look at this part, "a clamor for their immediate wholesale exodus"? What do you think that means?

David: A clamor is when there's a lot of noise, and immediate means they had to do it, like, right now. Exodus, what does that mean?

Adriana: It sounds like *exit*.

David: Okay, so . . . I still don't get it. (The other students concur.)

**Vignette 7.3. Reading, Analyzing, and Discussing
Complex Texts in American Literature
Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)**

Ms. Robertson: Okay, would you like me to help you understand that part? How about if we take a look at the whole sentence first. Let's read it together: *Because the Cherokees numbered several thousands, their removal to the West was planned to be in gradual stages, but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus.* So, the first thing I'm seeing is that there are actually three ideas packed into this sentence, which makes it kind of tricky to figure out. When you have a big long sentence like this, it helps to *unpack* it. Let's see if we can do that.

Ms. Robertson shows the students where the three clauses are and has them underline them:

- Because the Cherokees numbered several thousands,
- their removal to the West was planned to be in gradual stages,
- but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus.

David: So, the first idea is something about there being several thousand Cherokees. But it's starting with *because*. I thought you couldn't do that.

Ms. Robertson: You can, but you can't have that sentence on its own because it's a *dependent clause*. It depends on another clause for its meaning.

Ms. Robertson writes two more examples to demonstrate when *because* would be acceptable or unacceptable at the beginning of a sentence.

Chue: Yeah, I think it's the next part because it's telling about how they were going to remove them: "in gradual stages."

Ms. Robertson: What does that mean?

Sara: Not all at the same time? A stage is like, the stages of metamorphosis, or like steps or phases. So they were going to move them to the West in stages because there were so many of them. "In gradual stages," so slowly.

Ms. Robertson: Okay, so how about that word *but*, which starts the next clause. What does that tell us?

Adriana: It's telling us something's going to be different, or the opposite. (Reads the clause) ". . . *but the discovery of Appalachian gold within their territory . . .*" I think they discovered gold on their territory.

Ms. Robertson: Who's the "they"? Who discovered the gold?

Chue: I think it's the army. Or the white people who settled there. The U.S. government knew there was gold there.

Sara: Yeah, it says "within their territory." That's not the U.S.'s territory. I think it means the Cherokee's territory, on the Cherokee's land. So they wanted to get them out fast, instead of slowly, like they were planning to do so they could get the gold.

**Vignette 7.3. Reading, Analyzing, and Discussing
Complex Texts in American Literature
Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)**

Adriana: That's not fair.

Ms. Robertson: What's not fair?

Adriana: That's not fair that they made the Cherokee nation leave so fast, or maybe it's not fair they made them leave their land at all—just because they wanted the gold.

Ms. Robertson: Whose perspective is that?

Adriana: Mine?

Ms. Robertson: Okay, and what do you think the author's perspective might be? Why don't you discuss that for a bit.

Ms. Robertson leaves the group for a few minutes to listen in on the other groups' conversations. When she returns, the students are still discussing the fourth guiding question.

David: I think the author thinks the U.S. government treated the Cherokee nation—all the Native Americans—unfairly.

Ms. Robertson: Can you say more about that?

David: Well, here it says that the Cherokees were supposed to be removed slowly, in "gradual stages." But they discovered gold on that land, so they wanted to get them out fast and take the gold.

Chue: It seems like the author is looking down on that.

Ms. Robertson: Are there any words in particular give clues about what the author thinks?

Chue: We think when he uses the words "clamor" and "immediate wholesale exodus," it makes it sound like people were freaking out and telling the government to get rid of all the Native Americans right away. To wipe them all out. And he also uses quotation marks around "permanent Indian frontier." I think it's like when you do air quotes. You're saying it's not really that.

Adriana: And he also uses words to describe the Native Americans, like "shabby" and "rusty" and "refugees." So, that makes us think he feels more for the Native Americans than the U.S. Government. He's telling us how bad they had it, how bad their experience was.

David: He sympathizes with them.

Ms. Robertson: Who sympathizes with whom?

David: The author sympathizes with the Native Americans, and he thinks the U.S. Government treated them with injustice.

Adriana: *I want to elaborate on what you said.* I think he has the same perspective as the Native Americans. I think he's trying to show us what their experience was like.

**Vignette 7.3. Reading, Analyzing, and Discussing
Complex Texts in American Literature
Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)**

Ms. Robertson: That's an interesting observation, and it's making me think about conversations we've had about how history isn't just facts written down. History is written by people, people who have opinions about things, only, sometimes we can't see their opinion right away because they're not saying things like "I think." But if we take a look carefully at the language they use then, we can get a better sense of what the author really thinks, what they author's perspectives and attitudes are.

After the small group conversations, Ms. Robertson pulls the whole group together to compare responses. She asks students some strategic questions about what they found, differentiating the questions based on what she knows about her students' English proficiency levels, and she calls on a mix of students at different achievement levels, tailoring the questions to individuals while prompting higher level responses from all students. As individuals share their ideas, she encourages them to elaborate and she clarifies concepts as needed. Afterwards, she calls on representatives to report their group's findings. Her students know that they are all accountable for sharing out about their collaborative group work, and she supports them in doing so by providing adequate wait time to gather their thoughts and by suggesting that they consult with a peer or their group if they are unsure about what to say when reporting. Next, she asks a representative from each group to display the recorder's consensus notes on the document camera and explain what the group found. She requests that all students who are listening to take notes on anything that is new or different from their own group's findings.

Next, the students engage in a familiar game-like task: Collaborative Summarizing. In this task, the students have a very limited amount of time to work together to summarize the section they just read using 20 words or fewer (depending on the reading passage, Ms. Robertson sometimes limits this to 15 words or fewer). She gives the students three minutes to complete the task in pairs, using the following process:

Collaborative Summarizing
Step 1: Find <i>who</i> or <i>what</i> is most important in the section.
Step 2: Describe what the <i>who</i> or <i>what</i> is doing.
Step 3: Use the most important words to summarize the section in 20 words or fewer. (It can be more than one sentence.)
(When time permits, a Step 4 is added: "Use the thesaurus to find more precise or nuanced ways to say this." This challenges students to expand their vocabulary repertoires.)

Adriana and Sara are partners for this task, and the passage summary they generate is the following:

The Cherokees were removed from their land because the U.S. government wanted their gold, and they became refugees.

A few students share their summaries, while the class listens to evaluate whether or not all of the critical information is embedded. To wrap up the lesson, Ms. Robertson gives students

Vignette 7.3. Reading, Analyzing, and Discussing Complex Texts in American Literature Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)

five minutes to respond to a writing prompt. The quick write is not intended as a test of their learning, but rather as an opportunity for students to synthesize the ideas discussed that day. The quick write also provides Ms. Robertson with valuable feedback she can use to adjust instruction in subsequent lessons.

Quick Write:

Based on the text we read today, what were the author's perspective and attitudes about the experiences of the Native Americans during this period of history? Use terms from today's reading and your conversations, as well as at least one example from the text to support your ideas.

Ms. Robertson briefly reviews her students' written responses as they are writing and at the end of class, and she quickly records a few notes in her journal to remind herself of specific areas she will want to focus on in future lessons. Mostly, she focuses on students' understandings of the ideas in the text they read that day while also noting any misunderstandings she will need to rectify. She is also interested to see whether students are taking up the language resources (e.g., vocabulary, complex sentences, and use of long noun phrases) modeled in the complex texts students are reading and analyzing.

Next Steps

One thing Ms. Robertson wants students to be able to do is monitor their own thinking and learning and evaluate their own writing. At the beginning of class the next day, she has students swap their quick writes and guides them to review the quick-write prompts. Ms. Robertson then asks students to share examples from the writing they have in front of them that they think respond effectively to the prompt. As they offer examples, she writes down what they share using the document camera. Next, she asks students to examine their own papers, and based on what they have just discussed, evaluate how effectively they think they responded to the prompt. She has found that when students reflect on their own writing in this manner, they gain valuable ideas about what to include next time they write.

As the unit progresses, students will read other excerpts from *Bury My Heart at Wounded Knee*. They will also select a novel to read and analyze in small book groups, examining perspectives presented in the novels and relating them to the social and political changes occurring during the Civil Rights Movement. The students will also read and analyze other text types, including short essays and stories, poetry, and speeches. At the end of the unit, each student will write an argument that includes evidence from the texts they read and media they viewed to support their assertions, about the historians' responsibilities to depict history from multiple perspectives.

At their next collaborative planning session, Ms. Robertson and her colleagues discuss how the interdisciplinary unit has been going. The teachers examine a few of the writing samples from each of their classes in order to determine where they should focus more attention on content understandings, disciplinary literacy, and language development. Because the teachers have their students write daily, analyzing each piece of student writing in depth is not plausible, which is why looking at student writing *on the spot* during class and briefly during collaborative planning sessions is so valuable. The on-the-spot observations combined with examining

Vignette 7.3. Reading, Analyzing, and Discussing Complex Texts in American Literature Integrated ELA/Literacy, ELD, and History in Grade Eleven (cont.)

samples of student writing during collaborative planning time helps teachers ensure that students are on track for the end-of-unit writing performance tasks, which the teachers will analyze in depth.

Resource

American Experience. 2009. *We Shall Remain*. PBS Television Series. <http://www.pbs.org/search/?q=we%20shall%20remain&producer=PBS>

Brown, Dee. 1970. *Bury My Heart at Wounded Knee: An Indian History of the American West*. New York: Holt Rinehart Winston.

Additional Information

To read more about discussing the language of complex texts, see

Fang, Zhihui, and Barbara G. Pace. 2013. "Teaching With Challenging Texts in the Disciplines: Text Complexity and Close Reading." *Journal of Adolescent & Adult Literacy* 57 (2): 104–108.

Schleppegrell, Mary J. 2013. "Exploring Language and Meaning in Complex Texts." *Perspectives on Language and Literacy* 39 (3): 37–40.

To read more about discussing historical texts, see

- American Historical Association (<http://www.historians.org/>): Statement on Standards of Professional Conduct (<http://www.historians.org/about-aha-and-membership/governance/policies-and-documents/statement-on-standards-of-professional-conduct>)
- California History–Social Science Project: History Blueprint
- Cal Humanities (<http://www.calhum.org/>): Searching for Democracy (<http://www.calhum.org/programs/searching-for-democracy>)

Designated ELD Vignette

Vignette 7.3 illustrates good teaching for all students, with particular attention to the language learning needs of ELs. English learners additionally benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction. Vignette 7.4 provides an example of how designated ELD can build from and into the types of lessons outlined in vignette 7.3. Vignette 7.4 also illustrates how teachers can show their students to deconstruct, or *unpack*, the language resources in complex texts in order to understand the meanings of the sentences and appreciate how the writers' language choices shaped these meanings.

Vignette 7.4. Unpacking Sentences and Nominalization in Complex History Texts Designated ELD Instruction in Grade Eleven

Background

English learners from different eleventh-grade English classes come together in Mr. Martinez's designated ELD class, which is designed to support ELs who are relatively new to English. The students are at a range of English language proficiency levels, from late Emerging through early Expanding, and have been in U.S. schools for about two years. Some students spent their first year at a newcomer school where they participated in an intensive program specifically designed for high school students learning English as an additional language. Other students were placed directly in mainstream classes and in a designated ELD class like this one. All EL students at the school have a *zero period* where they take an elective, thereby extending

Vignette 7.4. Unpacking Sentences and Nominalization in Complex History Texts Designated ELD Instruction in Grade Eleven (cont.)

their school day and ensuring that they can receive targeted language instruction without missing out on any content classes or electives, such as art and music, or afterschool opportunities, such as athletics.

Many of Mr. Martinez's students are also in Ms. Robertson's English class (see vignette 7.3), but some are in other teachers' English classes. Mr. Martinez works closely with the English and other content area teachers to ensure that he understands the types of reading, writing, and conversation tasks in which his EL students are expected to fully participate. He plans his instruction and designs lessons to support his students in developing disciplinary literacy so that they will be able to interact more meaningfully with texts and tasks in their content classes. He has asked the other teachers to provide him with information about the texts students are reading, writing, and discussing, so he can explicitly make connections to what they are studying in their other classes.

Lesson Context

Mr. Martinez frequently calls students' attention to the stylistic choices authors make—"how style and content contribute to the power, persuasiveness, or beauty of the text" (RI.11–12.6). Paying particular attention to his ELs' language learning needs, he uses the CA ELD Standards as focal standards for instruction. He wants to guide students to notice how writers strategically adopt particular language resources to convey their opinions or attitudes, sometimes in ways that may not be immediately evident.

In today's lesson, Mr. Martinez focuses on helping students unpack sentences to understand them better and identify some of the language resources authors are using. He knows that his students are often challenged by the texts they are asked to read in their content classes. Some of these texts contain complex sentences and long noun phrases that are densely packed with meaning. Mr. Martinez has noticed that many of the texts contain *nominalizations*, which use a verb, an adjective, or an adverb as a noun, or as the head of a noun phrase. Typically expressed (in everyday language) by verbs (e.g., destroy) or adjectives (e.g., strong), in academic text they are often expressed as *things*, or nouns and noun phrases (e.g., destroy → destruction, strong → strength). He wants his students to learn how to tackle some of the linguistic features that can make sentences difficult to read (e.g., complex sentences, long noun phrases, nominalizations), so he plans to show them how they can analyze sentences. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will *unpack* or break down long sentences and analyze how nominalization can affect an author's message or a reader's interpretation of a text.

CA ELD Standards (Expanding): ELD.PI.11–12.1 – *Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas;* ELD.PI.11–12.8 – *Explain how a writer's or speaker's choice of phrasing or specific words produces nuances and different effects on the audience;* ELD.PI.11–12.12a – *Use an increasing variety of grade-appropriate general academic and domain-specific academic words accurately and appropriately when producing increasingly complex written and spoken texts;* ELD.PII.11–12.7 – *Condense ideas in a growing number of ways to create more precise and detailed simple, compound, and complex sentences.*

Vignette 7.4. Unpacking Sentences and Nominalization in Complex History Texts Designated ELD Instruction in Grade Eleven (cont.)

Lesson Excerpts

In today's lesson, Mr. Martinez shows his students how to break down or *unpack* some of the sentences from *Bury My Heart at Wounded Knee: An Indian History of the American West* by Dee Brown, which most of the students have started reading in their English classes. There are a few students who have not yet begun reading the text because they are in other English classes, so he invites those who have started to read excerpts to provide an overview. To build background knowledge before analyzing the language of the text in more depth, he prompts those who are sharing to use particular words and phrases, such as "Cherokee Nation," the "permanent Indian frontier," and "removed."

He tells students that they will be looking intensively at an excerpt and that the first time they read it, it may seem quite challenging. He assures them, however, that with multiple readings, the meaning will become increasingly clear. He also promises to show them a helpful method for unpacking the meanings in particularly tricky sentences. He briefly explains some terms from the excerpt that he anticipates will be particularly challenging for students (e.g., *stages, decade, permanent, blotted out, rounded them up*). Next, he reads the excerpt aloud as students follow along, silently reading their own copies. When he models reading in this way, students are able to hear what the text sounds like, including Mr. Martinez's pronunciation as well as his pauses and intonation. The excerpt he uses is the following:

The decade following the establishment of the "permanent Indian frontier" was a bad time for the eastern tribes. The great Cherokee nation had survived more than a hundred years of the white man's wars, diseases, and whiskey, but now it was to be blotted out. Because the Cherokees numbered several thousands, their removal to the West was planned to be in gradual stages, but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus. During the autumn of 1838, General Winfield Scott's soldiers rounded them up and concentrated them into camps. (A few hundred escaped to the Smoky Mountains and many years later were given a small reservation in North Carolina.) From the prison camps they were started westward to Indian Territory.

After reading aloud, Mr. Martinez invites students to share their understandings of the excerpt thus far with members of their table groups. Most of the students have already read this excerpt in their English class, and this brief discussion allows Mr. Martinez to listen in and assess what students know and what language they use to convey their knowledge. After the brief discussion, he answers a few clarifying questions students pose, using the students' primary language(s), as appropriate and possible (Mr. Martinez speaks Spanish and some Portuguese). Next, he asks students to read the excerpt aloud with him chorally. He asks them to focus on the literal meanings of the text as they read.

Mr. Martinez: Who thinks that this text is challenging? I find it challenging, but I'm going to show you some helpful ways of attacking complex texts like this one. First of all, let's talk a little bit about why this text seems difficult. What do you notice? (He listens as students comment.) Even in this short excerpt the sentences have a lot of tightly packed information.

Vignette 7.4. Unpacking Sentences and Nominalization in Complex History Texts Designated ELD Instruction in Grade Eleven (cont.)

Mr. Martinez For example, let's just look at this long noun phrase: *The decade following the establishment of the "permanent Indian frontier."* Wow! That's a lot of information crammed into a small amount of space. The main noun, or thing, in that phrase is *decade*, which means ten years, and everything around that word is providing more details and information about that decade.

Mr. Martinez then shows his students a technique for unpacking tricky sentences that contain long noun phrases such as the one he just highlighted. He uses the following procedure:

Sentence Unpacking Teaching Process

1. Choose a sentence from a text that students have already read. Ensure that it is *a sentence that is critical for understanding the key meanings of the topic in the text.*
2. Model, through thinking aloud and using natural language, how to unpack the meanings of the sentence, teasing apart the densely-packed information into workable chunks.
3. Put the meanings back together (condense) in your own words (paraphrase), and compare your version with the original sentence.
4. Talk about the language resources used in the original sentence and *why* the author may have chosen them to convey these ideas.
5. Discuss how the sentence is structured and how this structure affects meaning (e.g., connects, condenses, combines, enriches, or expands ideas).
6. Return to the core meaning of the sentence to make sure that students retain it as the central focus.

Mr. Martinez has prepared a chart for students to use when they "unpack" sentences:

Sentence Unpacking

1. Unpack the sentence to get at all the meanings:
 - *What is happening?*
 - *Who or what is involved?*
 - *What are the circumstances surrounding the action (when, where, in what ways)?*
2. Repackage (paraphrase) the meanings in your own words:
 - *What does this sentence mean in my own words?*
 - *How can I condense my words to make the sentence more compact?*
3. Think more deeply about the original sentence:
 - *What do I notice about the language the author chose to use?*
 - *How does this language make meanings in specific ways?*

Vignette 7.4. Unpacking Sentences and Nominalization in Complex History Texts Designated ELD Instruction in Grade Eleven (cont.)

He displays the sentence he will unpack using the document camera. Thinking aloud as he proceeds, he splits the sentence into its more meaningful clausal chunks and proceeds to write all the meanings he sees in the sentence in bullet points. The students watch and listen, and he invites them to ask questions when they are unclear about the language he uses.

Because the Cherokees numbered several thousands,
their removal to the West was planned to be in gradual stages,
but the discovery of Appalachian gold within their territory brought on a clamor for
their immediate wholesale exodus.

- Numbered – There were lots of (several thousand) Cherokee Indians.
- Their removal – Someone was supposed to be removed from their lands. (the Cherokees?)
- Gradual stages – They (the government?) were supposed to take the Cherokees to the West slowly over time.
- Because – There were several thousand Cherokees, so they were supposed to move them slowly.
- The discovery – People (the government?) discovered Appalachian gold on Cherokee land.
- Appalachian gold – People (the government?) wanted the gold from Appalachia.
- A clamor – People made a lot of noise about something.
- Immediate wholesale exodus – People (who?) told the government to move all the Cherokees off their land right away, now.

Mr. Martinez: So, you can see that there's a lot *packed into* that one sentence. When I'm reading a sentence like this, in my head, I'm *unpacking* the meanings in my own words, so I can understand it. Obviously, I'm not writing all of this down, but I wanted to show you what's going on in my head. After I've unpacked the sentence, I put all of those meanings back together again so I can get a better sense of what the author was trying to convey. What do you think this sentence is saying? (He listens to their responses.) I think that what this sentence is saying is that people found out that there was gold on the Cherokee's land in the Appalachian mountains, and they wanted the gold, so the people wanted the Cherokees out fast. Even though there were thousands of Cherokees, and they were supposed to move them off of their land slowly, some people complained and made sure that all of the Cherokees moved off their land right away.

Eugenia: But, that's not what it says. It's not saying it the same way. The author has other words.

Vignette 7.4. Unpacking Sentences and Nominalization in Complex History Texts Designated ELD Instruction in Grade Eleven (cont.)

Mr. Martinez: You are right, and that's what's interesting here. What are some of the differences between the way it's written and the way I just used my own words to say it?

Victor: You use a lot more words!

Mr. Martinez: Yes, I did use a lot more words, but I can *condense* what I said even more and still use my own words: *The U.S. government was supposed to move the Cherokee Indians off of their land slowly, but the government discovered gold on the Cherokee's land, so people wanted the Cherokees to leave faster.* One of the things you have when you write is time, and when you have time, you can condense your ideas and make them more compact.

After some more discussion, during which Mr. Martinez clarifies students' understandings about the process of unpacking sentence meanings, he guides his students to unpack another sentence with him. This time, he has them tell him what to write, prompting them if they get stuck. Next, he asks his students to work in pairs to unpack the remaining sentences in the section, using the same process, and looking in their English dictionaries and thesauruses, and/or their bilingual dictionaries as needed. He requires students to agree on the words they will use to unpack and then repackage (or paraphrase) the meanings, and he also requires both students in each pair to write. As students work together, he listens in on their conversations. One student, Suri, has noticed that there are some words that are making it difficult to see who is doing what (e.g., *their removal, the discovery, a clamor, an exodus*).

Suri: So the word, like *removal*. It say "their removal to the West," but it no say who is removing. When he unpack it, he say people, some people remove them. But *who*? *Who* remove the Cherokee Nation?

Fayyad: Maybe we can look here (pointing to the text). Here, it says it "was planned . . ." Huh. That doesn't tell who.

Mr. Martinez takes note of the students' conversations so that he can address their questions and observations with the whole group. When he pulls the class back together to debrief, he asks them to report on their discussions. Each pair takes turns using the document camera to explain how they unpacked one of the sentences and then put them into their own words. They also share what they noticed about the language the author used.

Suri: It's hard to know *who* was doing it.

Mr. Martinez: Can you elaborate on that?

Suri: There are all these words—*removal, discovery, clamor*. We don't know *who* is doing that. We don't know *who* is removing or *who* is discovering. I think it the soldiers because then it say, "General Winfield Scott's soldiers rounded them up."

**Vignette 7.4. Unpacking Sentences and Nominalization
in Complex History Texts
Designated ELD Instruction in Grade Eleven (cont.)**

Mr. Martinez: That's a great observation, Suri. What you're noticing is that writers can put a lot of information in sentences by using nouns or noun phrases to stand in for whole ideas. This is called *nominalization*. So, instead of saying "the army removed the Cherokees from their ancestral lands to the West," or "the white settlers discovered gold," the author can just write "their *removal* to the West," and "the *discovery* of gold." That packs more information into a sentence, and it also makes it harder to see *who* is doing the action—who the agent of the action is. When people do things, they're the *agents*. So, one of the things nominalization does is hide the agent or *who* is doing the action. These types of words—things that are usually verbs, or sometimes adjectives—are sometimes turned into nouns or things. This is called *nominalization*. There are lots of reasons *why* an author would *choose* to do that, and we're going to look at some of those reasons today.

Mr. Martinez writes a student-friendly definition of nominalization on a piece of chart paper, which he will later post for the students' future reference:

Nominalization	
<p>What is it?</p> <ul style="list-style-type: none"> • Turning one part of speech into nouns or noun groups. • Usually verbs: construct → construction • Sometimes adjectives: different → difference 	<p>Why use it?</p> <ul style="list-style-type: none"> • In history texts, nominalization is often used to make actions (verbs) or qualities (adjectives) into <i>things</i>. • This lets the writer interpret and evaluate the <i>things</i> and say more about them. • It also hides the <i>agents</i> (who is doing the action).
<p>Examples:</p> <p>I destroyed (v.) the car. → The destruction (n.) of the car . . .</p> <p>They removed (v.) the Native Americans. → The removal (n.) of the Native Americans . . .</p> <p>I am exhausted (adj.). → My exhaustion prevented me from enjoying the party.</p>	

As Mr. Martinez discusses the chart, he explains what he is writing and asks his students questions about the terms and examples.

Mr. Martinez: So, if you write, "The destruction of the car . . .," that hides *who* did it. Why would you want to do that?

Amir: (laughing) Because you don't want the police take away your driver license!

Vignette 7.4. Unpacking Sentences and Nominalization in Complex History Texts Designated ELD Instruction in Grade Eleven (cont.)

- Mr. Martinez: Right, if I say it like a thing, “the destruction of the car,” we can’t tell who did it—me! That one was pretty easy. If you write “The removal of the Native Americans . . .,” that also hides the agent. Why would the historian want to hide agency here? Talk for a minute with the person sitting next to you first.
- Selena: If you hide the agent, the people who do it, we think it just happen. But we don’t know who do it. Or we have to think hard to see who did it.
- Katia: And I think it show that the Native Americans do not make the decisions themselves. Someone forced them to leave their land. But if you don’t say who force them, then it makes it softer or seem not so bad.
- Elois: We don’t know who *planning* to remove the Cherokee, and we don’t know who *removing* them.
- Mr. Martinez: Right, and how do we know someone is removing them?
- Nadia: It say, “their removal.” But they are not removing themself.
- Mr. Martinez: Good observation. Notice this word: removal. It’s related to the verb remove, right? But is it a verb here?
- Amir: That’s passive voice.
- Mr. Martinez: That’s a great connection you’re making. This is like passive voice, but it’s a little different. The thing that’s the same is that you don’t know who the agent is when you use passive voice or nominalization. But what’s different is that passive voice is still in the verb form. So, you might say something like “The Cherokees *were removed*.” However, nominalization turns the verb into a noun or a “thing.” Instead of seeing were removed, you’d see “their removal.”

Mr. Martinez writes the following examples of what he explained on the board:

Active Voice	Passive Voice	Nominalization
The U.S. government removed the Cherokees.	The Cherokees were removed .	<i>Their removal . . .</i>
<i>verb form – can see agent</i>	<i>verb form – cannot see agent</i>	<i>noun form – cannot see agent</i>

He then asks students to find other nominalizations in the text. They read the sentences together, and at the end of each one, he asks them to identify any nominalizations. The class decides together if the words are nominalizations; the students highlight them and then discuss what questions they should be asking themselves when they read. Finally, Mr. Martinez asks students to translate the part of the sentence that contains the nominalization into a sentence using the more typical verb form of the word. A portion of the chart that the class generates follows.

**Vignette 7.4. Unpacking Sentences and Nominalization
in Complex History Texts
Designated ELD Instruction in Grade Eleven (cont.)**

Nominalizations	Questions about Agency	Verb form translation
the establishment	Who established the “permanent Indian frontier”?	The U.S. government established (made) the “permanent Indian frontier.”
their removal	Who is removing the Cherokees?	The army removed (took away) the Cherokees to the West.
the discovery	Who discovered the gold?	The U.S. government discovered (found) gold.
a clamor	Who is clamoring for their exodus?	The white settlers clamored (made a lot of noise) for the Cherokee people to leave.

Next Steps

For the rest of the year, Mr. Martinez will expand his students’ understandings of nominalization and other language resources by drawing their attention to instances of nominalization and facilitating discussions about word meanings and possible reasons an author might have chosen to use them. In the next collaborative planning session, Mr. Martinez discusses unpacking sentences with his colleagues. The science teacher notes that this would be a very useful technique for his classes since the science texts he uses contain many densely packed sentences. Together, the teachers look at one of the sentences from a science text that students are currently reading, and they unpack it together using Mr. Martinez’s technique.

Resource

Brown, Dee. 1970. *Bury My Heart at Wounded Knee: An Indian History of the American West*. New York: Holt Rinehart Winston.

Sources

Adapted from
California Department of Education. 2014. “Chapter 5, Learning About How English Works.” In *California English Language Development Standards: Kindergarten Through Grade 12*, 160–176. Sacramento: California Department of Education.

Additional Information

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Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique dispositions, skills, histories, and circumstances. Teachers need to know their students well through appropriate assessment practices and other methods in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students need some additional or more intensive instruction in a particular area. Based on this evaluation of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9 of this *ELA/ELD Framework*. Importantly, students will not receive the excellent education called for in this framework without genuine collaborations among those responsible for educating California's children and youth. (See figure 7.29).

Eleventh- and twelfth-grade students are on the road to postsecondary schooling and careers. They now move forward with the collective experience of elementary, middle, and high school and the knowledge, skills, wisdom, and insights that those years have afforded. Students need now to find their right places in the world as adults equipped with keen minds, curiosity, and a lifelong love of books, texts of all kinds, and language.

Figure 7.29. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they regularly collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

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"Experts' View: Juxtapositions." <http://www.learner.org/courses/worldlit/things-fall-apart/read/look-closer.html>
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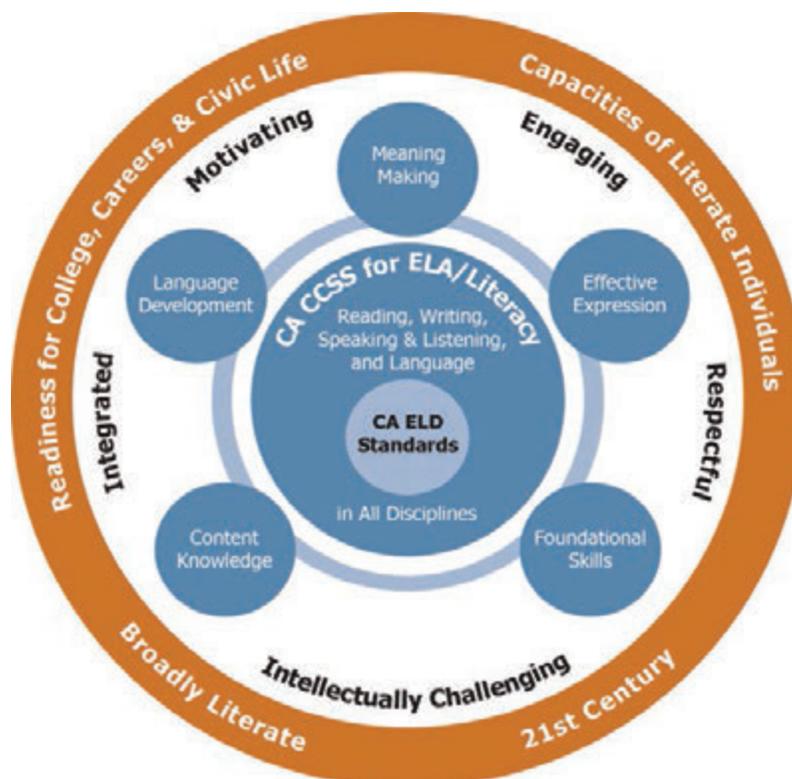
Assessment

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Student achievement of the CA CCSS for ELA/Literacy and the CA ELD Standards depends on educators' skilled use of assessment information. With the institution of these standards, the landscape of assessment and accountability in California is experiencing a dramatic shift. Not only do the standards present new goals for California educators as depicted in the outer ring of figure 8.1, but the implementation of the California Assessment of Student Performance and Progress (CAASPP) system represents a major shift in the intent of statewide assessment: "It is the intent of the Legislature . . . to provide a system of assessments of pupils that has the primary purposes of assisting teachers, administrators, and pupils and their parents; improving teaching and learning; and promoting high-quality teaching and learning using a variety of assessment approaches and types" (*Education Code 60602.5[a]*). This shift is consonant with major emphases in California's standards for college and career readiness: a renewed focus on purposeful and deeper learning for students and their teachers, strong collaboration and partnerships at all levels of education, and a culture of continuous growth based on reflective practice.

Figure 8.1. Circles of Implementation of ELA/Literacy and ELD Instruction



This chapter describes the scope of assessment and its skilled use to support student achievement of the CA CCSS for ELA/Literacy and the CA ELD Standards—and ultimately the overarching goals of ELA/literacy and ELD instruction: students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills necessary for living and learning in the 21st century. (See outer ring of figure 8.1.) Both sets of standards, as discussed throughout this *ELA/ELD Framework*, constitute shifts that have significant implications for assessment.

Both sets of standards, as discussed throughout this ELA/ELD Framework, constitute shifts that have significant implications for assessment.

From the outset, the coherent structure of the CA CCSS for ELA/Literacy and CA ELD Standards from kindergarten through grade twelve lends itself to effective assessment practices. Mapping the CA CCSS for ELA/Literacy within each strand (Reading, Writing, Speaking and Listening¹, and Language) backwards from the College and Career Readiness (CCR)

Anchor Standards, makes clear what students are to know and be able to do at each grade and also demonstrates the relatively small number of broad competencies to assess as students move from novice to expert. Similarly, the organization of the three parts of the CA ELD Standards (“Interacting in Meaningful Ways,” “Learning About How English Works,” “Using Foundational Literacy Skills”) helps teachers make important instruction and assessment decisions for ELs by grade level *and* English language proficiency level.

Meaningfully, both sets of standards encompass the full spectrum of language and literacy competencies from kindergarten through grade twelve, thereby providing many opportunities for students to apply and transfer skills from the earliest grades. The standards encourage educators to think broadly and plan instruction comprehensively. “[E]ach standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single, rich task [, so that] students can develop mutually reinforcing skills and exhibit mastery . . . across a range of texts [and tasks]” (CDE 2013a, 4–5).

Importantly, the standards recommend that language and literacy learning be connected with the academic disciplines from the earliest grades onward. Assessment, then, should enable educators to determine a student’s trajectory in developing proficiency in language and literacy within and across the years and the disciplines.

Importantly, the standards recommend that language and literacy learning be connected with the academic disciplines from the earliest grades onward. Assessment, then, should enable educators to determine a student’s trajectory in developing proficiency in language and literacy within and across the years and the disciplines.

The chapter begins with an explanation of the different purposes of assessment—both *for* and *of* learning. Cycles of assessment—short, medium, and long—are then discussed, including the types and purposes of assessment within each time frame and the decisions that each assessment type can inform.

Snapshots of teacher use of assessment are included throughout the discussion of assessment cycles. The role of student involvement and feedback in assessment is highlighted, followed by guidance for assessment of ELD progress and descriptions of assessment for intervention. In addition, the chapter

1 As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include deaf and hard of hearing students using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access the general education curriculum with varying modes of communication.

presents a brief overview of mandated statewide assessments and concludes with a consideration of the technical quality of assessments to ensure that assessments yield accurate information for their intended purposes.

This chapter can be used in several ways. As a source of professional learning for teachers and school and district leaders, the chapter plays a critical role in strengthening educators' assessment literacy—their knowledge and understanding of assessment practices and appropriate uses of assessment evidence to shape powerful instruction. The chapter provides teachers and leaders a structure for examining the types of assessment practices and sources of assessment evidence currently in use in schools and for proposing needed additions and adjustments. This chapter features formative assessment as a process and recommends that it be the focus of in depth professional learning and support, including dialogue with peers, classroom practice of new approaches, and coaching.

Purposes of Assessment

Assessments are designed and used for different purposes. For example, an annual assessment designed to assess how well students have met a specific standard (e.g., CA CCSS for ELA/Literacy RI.4.8: *Explain how an author uses reasons and evidence to support particular points in a text*) does just that: It indicates whether students have met a specific standard. However, this assessment does not diagnose a particular reading difficulty a fourth-grade student is experiencing in achieving the standard. Nor does it provide substantive insights into how a student is beginning to understand what constitutes evidence in a specific text. In the use of any assessment, a central question is, “Is this assessment being used for the purpose for which it is intended?”

Assessment has two fundamental purposes: One is to provide information about student learning minute-by-minute, day-to-day, and week-to-week so that teachers continuously adapt instruction to meet students' specific needs and secure progress. This type of assessment is intended to assist learning and is often referred to as formative assessment or assessment **for** learning. Formative assessment occurs in real time—during instruction—while student learning is underway (Allal 2010; Black and William 1998; Bell and Cowie 2000; Heritage 2010; Shepard 2000, 2005b). For example, a third-grade teacher working with small groups of students on distinguishing their point of view from a particular author's viewpoint gains insights into students' developing skills through the use of strategic questions and uses students' responses to adjust instruction.

Although discussed further in the next section, formative assessment is briefly defined in figure 8.2.

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Figure 8.2. What is Formative Assessment?

What is formative assessment? Formative assessment is a *process* teachers and students use *during* instruction that provides feedback to adjust ongoing teaching moves and learning tactics. It is *not* a tool or an event, nor a bank of test items or performance tasks. Well-supported by research evidence, it improves students' learning in time to achieve intended instructional outcomes. Key features include:

1. **Clear lesson-learning goals and success criteria**, so students understand what they are aiming for;
2. **Evidence of learning** gathered during lessons to determine where students are relative to goals;
3. **A pedagogical response to evidence, including descriptive feedback**, that supports learning by helping students answer: Where am I going? Where am I now? What are my next steps?
4. **Peer- and self-assessment** to strengthen students' learning, efficacy, confidence, and autonomy;
5. **A collaborative classroom culture** where students and teachers are partners in learning.

Source

Linquanti, Robert. 2014. *Supporting Formative Assessment for Deeper Learning: A Primer for Policymakers*. Paper prepared for the Formative Assessment for Students and Teachers/State Collaborative on Assessment and Student Standards, 2. Washington, DC: Council of Chief State School Officers.

A second purpose of assessment is to provide information on students' current levels of achievement after a period of learning has occurred. Such assessments—which may be classroom-based, districtwide, or statewide—serve a summative purpose and are sometimes referred to as assessments **of** learning. They help determine whether students have attained a certain level of competency after a more or less extended period of instruction and learning; such as the end of a

*A second purpose of assessment is to provide information on students' current levels of achievement after a period of learning has occurred. Such assessments—which may be classroom-based, districtwide, or statewide—serve a summative purpose and are sometimes referred to as assessments **of** learning.*

unit which may last several weeks, the end of a quarter, or annually (National Research Council [NRC] 2001). Inferences made by teachers from the results of these assessments are used to make decisions about student placement, instruction, curricula, interventions, and to assign grades. For example, the current state assessment of English language proficiency, the California English Language Development Test (CELDT), measures an EL's annual progress in attaining proficiency. School districts use the results of the annual assessment to make decisions about the ongoing instructional placement or possible reclassification of ELs. The English Language Proficiency Assessments for California (ELPAC) are scheduled to replace the CELDT in 2017 or 2018. (See the section on English language proficiency assessments in this chapter.)

As part of a balanced and comprehensive assessment system, assessment **for** learning and assessment **of** learning are both important. While assessment(s) of learning usually involve a tool or event *after* a period of learning, assessment for learning is a process. Evidence-gathering strategies that are truly formative yield information that is *timely* and *specific* enough to assist learning as it occurs. Figure 8.3 presents the key dimensions of assessment *for* and *of* learning and highlights their differences.

Figure 8.3. Key Dimensions of Assessment for Learning and Assessment of Learning

Assessment: A Process of Reasoning from Evidence to Inform Teaching and Learning			
Dimension	Assessment <i>for</i> learning	Assessment <i>of</i> learning	
Method	Formative Assessment Process	Classroom Summative/ Interim/Benchmark Assessment*	Large-Scale Summative Assessment
Main Purpose	Assist immediate learning (in the moment)	Measure student achievement or progress (may also inform future teaching and learning)	Evaluate educational programs and measure multi-year progress
Focus	Teaching and learning	Measurement	Accountability
Locus	Individual student and classroom learning	Grade level/ department/school	School/district/state
Priority for Instruction	High	Medium	Low
Proximity to Learning	In-the-midst	Middle-distance	Distant
Timing	<i>During</i> immediate instruction or sequence of lessons	<i>After</i> teaching-learning cycle → <i>between</i> units/ periodic	<i>End</i> of year/course
Participants	Teacher and Student (T-S/S-S/Self)	Student (may later include T-S in conference)	Student
<p>* Assessment of learning may also be used for formative purposes <i>if</i> assessment evidence is used to shape future instruction. Such assessments include weekly quizzes; curriculum embedded within-unit tasks (e.g., oral presentations, writing projects, portfolios) or end-of-unit/culminating tasks; monthly writing samples, reading assessments (e.g., oral reading observation, periodic foundational skills assessments); and student reflections/self-assessments (e.g., rubric self-rating).</p>			
<p>Source Adapted from Linquanti, Robert. 2014. <i>Supporting Formative Assessment for Deeper Learning: A Primer for Policymakers</i>. Paper prepared for the Formative Assessment for Students and Teachers/State Collaborative on Assessment and Student Standards, 2. Washington, DC: Council of Chief State School Officers.</p>			

As figure 8.3 illustrates, assessment for learning—comprising key practices of the formative assessment process—occurs during instruction (or while learning is happening) and addresses students' immediate learning needs. Intertwined and inseparable from teachers' pedagogical practice, formative assessment is a high priority. It is especially important as teachers assess and guide their students to develop and apply a broad range of language and literacy skills. The special note (*) in figure 8.3 indicates that some assessments of learning can be used for formative purposes. In other words, they can be used to inform future teaching and learning and not simply to report on achievement or progress. This is only the case *if* the evidence-gathering tool addresses *both* the focus of instruction of the previous unit *and* immediate future learning goals.

School leaders and professional learning providers consider the support that educators require to understand and implement the formative assessment process fully, as well as to use interim/benchmark and summative assessments effectively. Importantly, educators (classroom teachers, specialists, administrators, and others) interpret assessment evidence in order to plan instruction and respond pedagogically to emerging student learning.

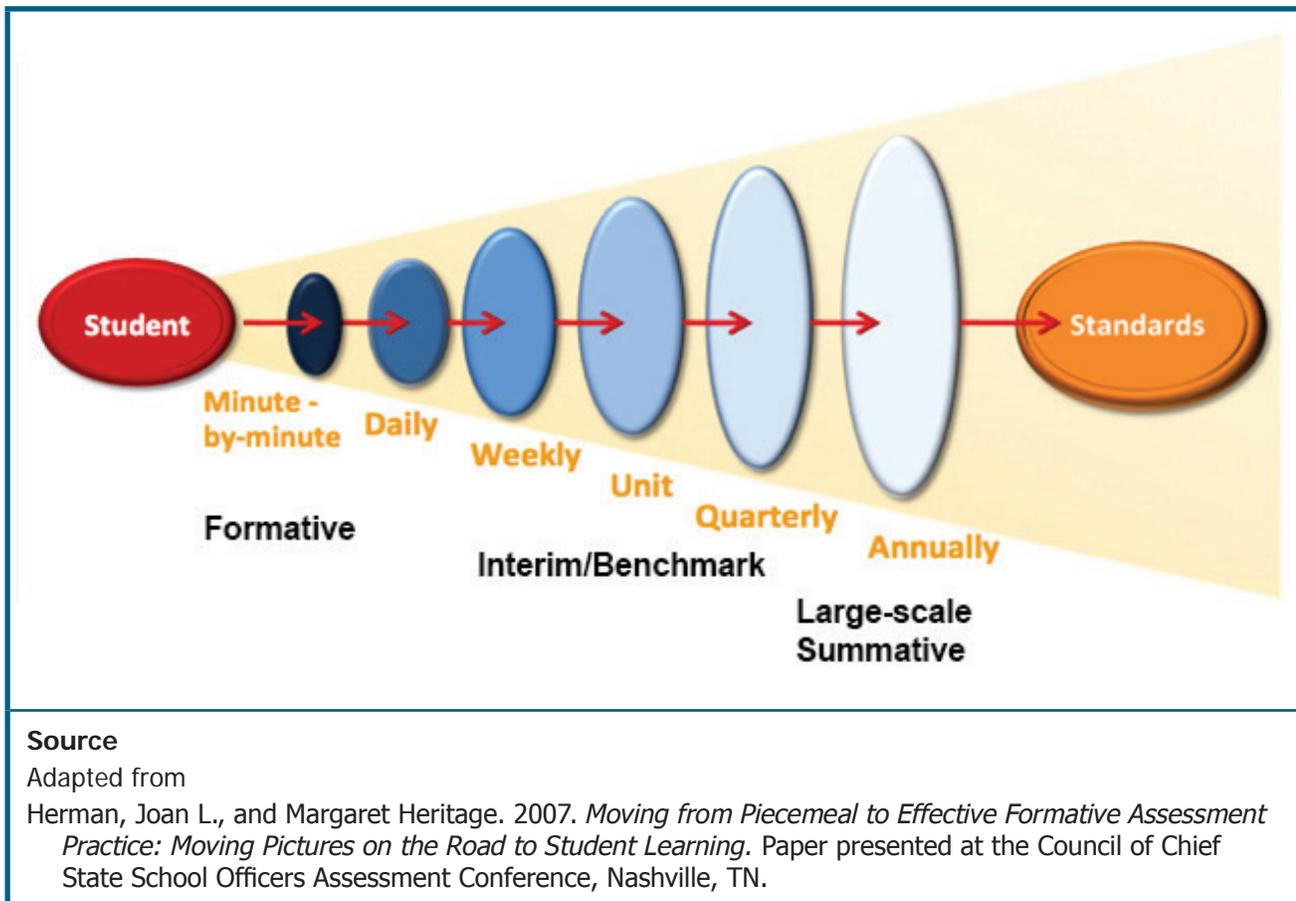
Collaborative professional environments, such as communities of practice, are the nexus of learning, and the work teachers do relative to assessment evidence is part of an ongoing cycle of inquiry. (See chapter 11 in this *ELA/ELD Framework*.) To optimize instructional decision making relative to the CA CCSS for ELA/Literacy and the CA ELD Standards, teachers and leaders make full use of assessment for both formative and summative purposes.

Intertwined and inseparable from teachers' pedagogical practice, formative assessment is a high priority. It is especially important as teachers assess and guide their students to develop and apply a broad range of language and literacy skills.

Assessment Cycles

One way to consider assessment for different purposes is to conceptualize assessment as operating in different cycles: short, medium, and long (William 2006). Figure 8.4 presents a range of assessments within a comprehensive assessment system. Those assessments that are more proximate to student learning (i.e., minute-by-minute, daily, weekly) operate in a short cycle because they address a short period of teaching and learning. Short-cycle assessment serves a formative purpose because its intended use is to inform immediate teaching and learning. Assessments administered at the end of the year operate in a long cycle because they cover a much longer period of learning. Long-cycle assessments are primarily used for summative purposes.

Figure 8.4. Assessment Cycles by Purpose



Occupying a middle position between short-cycle (formative) and annual (summative) assessment is interim/benchmark assessment: “assessments administered periodically throughout the school year, at specified times during a curriculum sequence to evaluate students’ knowledge and skills relative to an explicit set of longer-term learning goals” (Herman, Osmundson, and Dietel 2010, 1). In figure 8.4, classroom summative assessments are referred to as unit assessments (although they could also occur in shorter time frames), and interim/benchmark assessments are referred to as quarterly assessments. Such periodic assessments operate in a medium cycle because they address longer-term goals than those assessments more proximate to student learning but not as long-term as annual assessments. Classroom summative or interim/benchmark assessments are generally used for summative purposes—evaluating what has been learned—although they may be used for formative purposes if they inform decisions that teachers and instructional leaders make within the school year regarding curricula, instructional programs and practices, and professional learning to improve future student learning. However, classroom summative or interim/benchmark assessments are distinct from the formative assessment process because, by their design and intended use, they do not inform immediate teaching and learning. Unit assessments primarily serve a summative function but can serve a formative purpose if the teacher can act on the assessment information to support improved learning in a future unit. Progress-monitoring assessments can be short, medium, or long cycle, depending on whether they are administered after a shorter or longer period of instruction, and serve both a formative and summative function. (For more information on screening, diagnostic assessment, and progress monitoring, see subsequent sections of this chapter).

Assessments within each cycle function best when they are part of a comprehensive, coherent, and continuous system of assessment that provides ongoing information to teachers throughout the year (NRC 2001). Within such systems, minute-by-minute, daily, and weekly assessment feeds into unit assessment, which, in turn, feeds into periodic (e.g., end-of-unit, quarterly interim/benchmark) assessments, and multiple interim assessments feed into the annual assessment of the standards. A comprehensive, coherent, and continuous system of assessment provides mutually complementary views of student learning, ensures that assessment within each cycle is focused on the same ultimate goal (achievement of standards), and pushes instruction and learning in a common direction (Herman 2010).

Each assessment cycle provides information at varying levels of detail, and inferences drawn from the assessment results are used to address specific questions about student learning and inform a range of decisions and actions. Figure 8.5 summarizes the types and purposes of the assessments within each assessment cycle.

Figure 8.5. Types and Uses of Assessments Within Assessment Cycles

Cycle	Methods	Information	Uses/Actions
Short			
Minute-by-Minute	<ul style="list-style-type: none"> • Observation • Questions (teachers and students) • Instructional tasks • Student discussions • Written work/ representations 	<ul style="list-style-type: none"> • Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding 	<ul style="list-style-type: none"> • Keep going, stop and find out more, provide oral feedback to individuals, adjust instructional moves in relation to student learning status (e.g., act on "teachable moments")
Daily Lesson	Planned and placed strategically in the lesson: <ul style="list-style-type: none"> • Observation • Questions (teachers and students) • Instructional tasks • Student discussions • Written work/ representations • Student self-reflection (e.g., quick write) 	<ul style="list-style-type: none"> • Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding 	<ul style="list-style-type: none"> • Continue with planned instruction • Instructional adjustments in this or the next lesson • Find out more • Feedback to class or individual students (oral or written)
Week	<ul style="list-style-type: none"> • Student discussions and work products • Student self-reflection (e.g., journaling) 	<ul style="list-style-type: none"> • Students' current learning status relative to lesson learning goals (e.g., have students met the goal[s], are they nearly there?) 	<ul style="list-style-type: none"> • Instructional planning for start of new week • Feedback to students (oral or written)

Cycle	Methods	Information	Uses/Actions
Medium			
End-of-Unit/Project	<ul style="list-style-type: none"> • Student work artifacts (e.g., portfolio, writing project, oral presentation) • Use of rubrics • Student self-reflection (e.g., short survey) • Other classroom summative assessments designed by teacher(s) 	<ul style="list-style-type: none"> • Status of student learning relative to unit learning goals 	<ul style="list-style-type: none"> • Grading • Reporting • Teacher reflection on effectiveness of planning and instruction • Teacher grade level/departmental discussions of student work
Quarterly/Interim/Benchmark	<ul style="list-style-type: none"> • Portfolio • Oral reading observation • Test 	<ul style="list-style-type: none"> • Status of achievement of intermediate goals toward meeting standards (results aggregated and disaggregated) 	<ul style="list-style-type: none"> • Making within-year instructional decisions • Monitoring, reporting; grading; same-year adjustments to curriculum programs • Teacher reflection on effectiveness of planning and instruction • Readjusting professional learning priorities and resource decisions
Long			
Annual	<ul style="list-style-type: none"> • Smarter Balanced Summative Assessment • CELDT • Portfolio • District/school created test 	<ul style="list-style-type: none"> • Status of student achievement with respect to standards (results aggregated and disaggregated) 	<ul style="list-style-type: none"> • Judging students' overall learning • Gauging student, school, district, and state year-to-year progress • Monitoring, reporting and accountability • Classification and placement (e.g., ELs) • Certification • Adjustments to following year's instruction, curriculum, programs • Final grades • Professional learning prioritization and resource decisions • Teacher reflection (individual/grade level/department) on overall effectiveness of planning and instruction

Short-Cycle Formative Assessment

Short-cycle formative assessment is a process used by teachers and students *during instruction* that provides feedback to adjust ongoing teaching and learning to improve student achievement of intended instructional outcomes (McManus 2008). It occurs when evidence of learning is gathered minute-by-minute, daily, and weekly from a variety of sources during ongoing instruction for the

Short-cycle formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve student achievement of intended instructional outcomes.

purpose of moving learning forward to meet short-term goals (i.e., lesson goals) (Black and William 1998; Council of Chief State School Officers Formative Assessment State Collaborative 2006; Heritage 2010; Popham 2010). In the remainder of this chapter, this short-cycle formative assessment process is referred to as formative assessment.

This type of assessment provides the most detailed information for teachers and their students. The idea of formative assessment, or assessment *for* learning, does not apply to a specific tool or assessment. A tool or assessment can be used for formative assessment purposes, but only if it provides actionable information about students' learning relative to the desired lesson goal and teachers can use it

immediately to adjust their instruction. Many assessments marketed under the formative assessment label do not provide information about students' learning needed to adjust instruction and guide students' learning as it occurs (Perie, Marion, and Gong 2009; Shepard 2005a).

The sources of evidence available to teachers in short-cycle formative assessment are what students do, say, make, or write (Griffin 2007). For example, sources of evidence can be teacher-student interactions fueled by well-designed questions (Bailey and Heritage 2008; Black, and others 2003), structured peer-to-peer discussions that the teacher observes (Harlen 2007), dialogues that embed assessment into an activity already occurring in the classroom (Ruiz-Primo and Furtak 2004, 2006 2007), student work resulting from well-designed tasks (Poppers 2011), and Web-based reading assessments that provide immediate feedback (Cohen, and others 2011).

The report of the Formative Assessment for Students and Teachers/State Collaborative on Assessment and Student Standards Project of the Council of Chief State School Officers emphasizes several features of formative assessment. First, "formative assessment is a *process* rather than a particular kind of assessment . . . There is no such thing as a 'formative test'" (McManus 2008, 3). Second, "the formative assessment process involves both teachers *and* students . . . , both of whom must be actively involved in the process of improving learning" (3). Third, teachers are clear about the ultimate goal of a unit and the sub-goals or stepping stones that are important along the way: ". . . from a learning progression teachers have the big picture of what students need to learn, as well as sufficient detail for planning instruction to meet short-term goals" (4). Fourth, success criteria and evidence of learning are laid out at the beginning of the project and reviewed along the way: ". . . teachers must provide the criteria by which learning will be assessed . . . using language readily understood by students, with realistic examples of what meets and does not meet the criteria."

The sources of evidence available to teachers in short-cycle formative assessment are what students do, say, make, or write.

Whatever the source of evidence, teachers construct or devise ways to elicit responses from students that reveal where they are in their learning and to use the evidence to move learning forward (Sadler 1989). Teachers are clear about the short-term learning goals (e.g., for a lesson) that cumulatively lead to students' attainment of one or more standards. They are also clear about the success criteria for the lesson goal—how students show they have met, or are on the way to meeting, the lesson goal. Teachers then align the evidence-gathering strategy to the success criteria.

Teachers are clear about the short-term learning goals (e.g., for a lesson) that cumulatively lead to students' attainment of one or more standards. They are also clear about the success criteria for the lesson goal . . .

Questions that formative assessment can answer include the following:

- Where are my students in relation to learning goals for this lesson?
- What is the gap² between students' current learning and the goal?
- What individual difficulties are my students having?
- Are there any missing building blocks in their learning?
- What do I need to adjust in my teaching to ensure that students learn?

Information from formative assessment is used to make instructional adjustments in real time: to continue with the planned lesson or to provide feedback to students that helps them take steps to advance their learning. (Feedback to students is discussed in the student involvement section of this chapter.)

Importantly, teachers' inferences from formative assessment evidence and their resulting actions focus on individual students. The implication is not that instruction is necessarily provided on a one-to-one basis, but rather that individual needs are addressed in the context of a class of students. This orientation to individuals is necessary for students to have the opportunity to learn and progress equally (Heritage 2013). Accordingly, instruction is contingent on each student's current learning status. In other words, instruction is matched to where the students are so that they are assisted to progress and meet desired goals.

Importantly, teachers' inferences from formative assessment evidence and their resulting actions focus on individual students.

While formative assessment evidence is not aggregated in the same way as medium- and long-cycle assessment information, teachers can categorize individual student responses to look for patterns across the class or for particular students who are outliers. For example, after students have responded to a question about a text, a teacher can quickly categorize responses into those that demonstrate understanding, those that demonstrate partial understanding, and those that do not demonstrate understanding. The next day's instruction is then planned accordingly.

Teachers of ELs should take great care when making these formative assessment decisions. Depending on their level of English language proficiency, some ELs may not be able to fully express their ideas orally about a topic during a class discussion; however, this does not necessarily mean that they do not understand the topic. In addition, an informal observation indicating that ELs are not orally proficient in English should not determine how the students are taught reading in English.

2 The gap refers to the distance between where the students' learning currently stands at particular points in the lesson (a lesson can be several periods or days long) and the intended learning goal for the lesson. The purpose of short-cycle formative assessment is to close this gap so that all students meet the goal (Sadler 1989). This should not be confused with the term *achievement gap*, which refers to differences in summative educational outcomes among different subgroups of students.

English learners do not have to be proficient in oral English before they can learn to read in English (Bunch, Kibler, and Pimental 2012). Teachers use a combination of observations (e.g., during collaborative conversations among students about texts read) and informal inventories of reading (e.g., listening to students read aloud during small reading group time, asking specific comprehension questions to elicit student understandings) to determine how best to instruct their ELs and provide *just-in-time* scaffolding in reading. Furthermore, the CA ELD Standards indicate that all ELs, regardless of their level of English language proficiency, are capable of engaging in intellectually rich tasks at the same cognitive level as their English-proficient peers. With this aim, teachers use in-the-moment formative assessment practices to determine appropriate levels of scaffolding for ELs. (For more information on scaffolding, see chapter 2 in this *ELA/ELD Framework*.)

Teachers of ELs should take great care when making these formative assessment decisions. Depending on their level of English language proficiency, some ELs may not be able to fully express their ideas orally about a topic during a class discussion; however, this does not necessarily mean that they do not understand the topic.

Using the formative assessment process in an EL student's primary language, in contexts where teaching and learning use this resource (e.g., in an alternative program), may also offer instructionally actionable information. For

example, newcomer ELs at the Emerging level of English language proficiency (e.g., students who have been in the U.S. for less than a year) may find it difficult to respond (in writing or orally) to a question about a science or history topic in English with the same level of detail as they are able to do in their primary language. Teachers can ask their newcomer EL students to quickly write responses to text-based questions first in their primary language (if they are literate) before they respond in written English. The two pieces of writing are then compared to identify similarities and differences between content knowledge and literacy in the primary language and English.

This technique is applied strategically so that teachers understand clearly what students know about particular topics and how well they are able to express their knowledge in English. Teachers also use this type of evidence to explicitly draw their EL students' attention to ways they can express through English writing or speaking what they already know and are able to convey in their primary language. While all teachers may not be able to provide this type of support themselves (e.g., when they are not proficient in students' primary languages), they can collaborate with other teachers, EL specialists, or community members to do so.

The use of technology that enables students to give immediate responses to teachers (e.g., clickers, mobile devices) helps teachers with large numbers of students gain an ongoing sense of students understanding during a lesson. For example, halfway through a lesson, a tenth-grade teacher asks three or four questions related to multiple-meaning words and word phrases in a literary text the class is analyzing. The results immediately appear as a pie chart on the Smart board. The teacher and students quickly see how the class responds and decide together if more work is needed in this area before the lesson progresses.

The use of technology that enables students to give immediate responses to teachers (e.g., clickers, mobile devices) helps teachers with large numbers of students gain an ongoing sense of students understanding during a lesson.

The following snapshots provide additional concrete examples of formative assessment in action.

Snapshot 8.1. Formative Assessment in Grade Five

Fifth graders are working on the following CA CCSS for ELA/Literacy: (a) applying the reading standard for informational text: *explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which particular points* (RI.5.8); (b) the writing standard: *produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience* (W.5.4); and (c) the language standard: *vocabulary use* (L.5.4-6), particularly transition words to help their writing flow logically. Students are writing an argument to encourage their readers to take more care of the natural environment. In their reading instruction, they analyzed a text to identify the location of *arguments, counterarguments*, and supporting *evidence*. In their writing, they are learning how to organize their arguments effectively.

While the students are involved in the independent writing part of the lesson, Ms. Hatwal sits with Bobby to discuss his writing progress. She has a ring binder open to a page with these headings at the top: *Child's Name/Date, Research Compliment, Teaching Point, and What's Next for this Child?* Further down the page is a self-adhesive note that lists five students' names, including Bobby's. She plans to meet with each of them during today's writing session.

Ms. Hatwal's initial purpose with Bobby is to follow up on feedback she provided him two days ago based on evidence she elicited from an interaction with him; in that interaction she determined that he needed to provide stronger sources of evidence to support his argument. On this occasion, she wants to see how he has used her prior feedback:

Ms. Hatwal: You're working on evidence? Tell me about it.

Bobby: I found good information in the book of the Environmental Protection Agency and on the Internet.

Ms. Hatwal: And what do you think about what you found so far? Do you think that it supports your argument?

Bobby: I guess

At this point, Ms. Hatwal reminds Bobby that the purpose of the evidence is to support his argument. She explains the meaning of "supporting an argument" in a way that is understandable to a fifth grader, by telling him: *You have to prove it with what is in the text or the readers may not believe you.* She asks him to read his argument aloud. Having established that the focus of his argument is to "stop dumping in the ocean because all the beautiful animals we see are going to start vanishing,"

Ms. Hatwal: So, what evidence did you find to support that claim—that all the animals will die if we don't stop dumping? What evidence did you find that will help you to strengthen that argument, or prove it to your readers?

Ms. Hatwal then helps Bobby recognize which of the information he has located is from a reliable source and is effective in supporting his argument. Satisfied that Bobby can move forward on his own to incorporate his evidence, she then asks him to review the organization of his argument and to let her know where he will place the evidence. When Bobby does this, it is evident to Ms. Hatwal that he has some confusion about the overall structure and that his writing needs to be reorganized. This is a moment in the interaction when she targets a teaching point for him. She reviews the organization with him and writes the organizational elements on a self-adhesive note and includes specific instructional support, such as putting the evidence in order to help the flow or adding transitional sentences.

Snapshot 8.1. Formative Assessment in Grade Five (cont.)

Throughout this interaction, Ms. Hatwal makes notes in her ring-binder file. Under *Research Compliment* she writes that Bobby recognizes the reliability of his source. In the section labeled *Teaching Point* she writes that she explained how evidence supported his argument. Under the heading *What's Next for this Child?* she writes “organization and transitional sentences,” noting that Bobby has problems organizing his writing to effectively convey his argument to the reader. By gathering evidence in the course of this interaction, Ms. Hatwal is able to match her teaching points to the individual student’s needs. Additionally, after several interactions of this kind, she finds that there are common needs among several students and decides to pull them together for a mini-lesson.

Snapshot 8.2. Formative Assessment in Grade Two

In a second-grade classroom that includes native English speaking children and children who are ELs, the children have been working on retelling folktales they have read together in class to convey the central message of the tale (RL.2.2). The EL children, in particular, have been working on using the past tense to indicate that the tales happened in the past (ELD.P11.2.3). In this lesson students are engaged in small group work, and during this time the teacher, Mr. Elfert, selects groups of three students to recount one of the folktales the class has read that week. In this situation, he wants to give each student sustained opportunities to use language while he and the others in the group listen. He asks the first student to begin, then after a while asks the second child to carry on and so forth. When the students have completed the retelling, Mr. Elfert asks them to say what they think the main message of the story is. Each child offers an opinion and a discussion follows about whether there is agreement on the main message. From the activity, Mr. Elfert has evidence that one student uses the past tense consistently and mostly with accuracy, while the other two do not. Two of the children are able to convey the message of the text, but another has not grasped it. After his discussion with the group, he makes quick notes about each student and briefly records his thoughts about subsequent instruction. He repeats this process with one additional group before the small group work time is over, and he plans more opportunities during the week to assess other small groups in the same way.

Snapshot 8.3. Formative Assessment with Secondary EL Newcomers

In a secondary designated English Language Development (ELD) class, with newcomers whose experience in the U.S. ranges from three months to one year, Mrs. Rogers-Tsai works collaboratively with the science teacher, Miss Goodwin, to create a five-week unit on animal behavior with the purpose of guiding students through a deep exploration of the content through the language resources used to convey meaning. The two teachers have agreed that during science instruction, Miss Goodwin will provide appropriate and strategic support so EL students can fully participate in the science activities, gain understanding from the science textbook, and engage in collaborative discussions about the text and content. This strategic support includes using graphic organizers, providing increased opportunities for the students to discuss their ideas in small groups or pairs, and primary language support, including drawing attention to cognates and using texts in students' primary languages.

Mrs. Rogers-Tsai has agreed to analyze the science textbook and the activities the science teacher has designed in order to identify the language demands they present and then address the language demands more intensively during designated ELD instruction. This is the third class of the first week on the unit. Having formulated questions they would like to explore around the science topic, students perused a variety of texts on the topic to identify meanings and charted language (including phrasing and general academic and domain-specific vocabulary) they think is critical for conveying their understandings of the topic. They now work in pairs to collaboratively write a description about what they have learned so far about one aspect of animal behavior, using as much of the language they have charted as they can. The pairs write their description drafts on large sheets of paper, which they read to the class. Their peers are invited to ask questions and make comments. When one pair shares their description about animals and language, an animated conversation develops on whether animals have language. Julio explains the thinking that went into the description that caused the lively discussion.

Julio: First of all, I think that language is a way to *inform* others around you, your feelings or just a simple thing that you want to let know people what is the deal. And it can be *expressed* by saying it, watching a picture, or hearing it, you know what I'm saying? I don't know if you have heard about the kangaroo rat that stamps its feet to *communicate* with other rats. It's really funny cause we humans have more *characteristics* to *communicate* to each other, but we still have problems to understand other people. Characteristics like sound, grammar, pitch, and body language are some of them, while the rat only uses the foot (he stamps the ground).

Mrs. Rogers-Tsai, who has been recording in her notebook the language students use in the conversation, notes that Julio is using some of the academic language from the class chart in both his writing and speaking and has, more importantly, done an effective job of conveying his understanding of the information from his research and persuading his peers with evidence. Mrs. Rogers-Tsai decides to examine more closely the students' written descriptions, as well as the language they use in their conversations, in order to make decisions about what language features of the science texts to focus on as she progresses in the unit. She also plans to make a copy of her notes to share with Miss Goodwin when they meet later that week during collaboration time.

Medium-Cycle Assessment

Assessments that teachers develop, or that are included in curricular materials and are administered at the end of a unit, are medium-cycle assessments. As noted previously, medium-cycle assessments occupy a middle ground between short-cycle formative assessment and long-cycle summative assessments. Some are used to inform instruction during the school year; others serve evaluative purposes.

End-of-Unit Assessments

End-of-unit assessments serve a summative purpose to evaluate student achievement with respect to the goals of the unit. If such assessments are given to students before the end of the unit when there is still time to take instructional action before moving on to the next unit, then they also serve a formative purpose. In developing unit assessments, teachers ensure that the goals of the unit are clear and aligned to standards. In other words, what is to be assessed is well articulated and derived specifically from the standards and lesson planning. When teachers know *what* to assess, they can best determine *how* to assess. Teachers can then decide on the most effective way for students to demonstrate their achievement of the goals.

End-of-unit assessments help teachers answer questions such as the following:

- Have my students met the goals of the unit?
- Are there some students who need additional help to meet the goals of the unit?
- What help do they need?
- What improvements do I need to make in my teaching next time I teach this unit?

The following snapshot provides a concrete example of the use of end-of-unit (medium-cycle) assessment.

In developing unit assessments, teachers ensure that the goals of the unit are clear and aligned to standards. In other words, what is to be assessed is well articulated and derived specifically from the standards and lesson planning.

Snapshot 8.4. End-of-Unit (Medium-Cycle) Assessment in Grade Seven

In a seventh-grade classroom with native English speakers, recently reclassified ELs, and a group of ELs who are at the Expanding and Bridging levels of English language proficiency, Ms. Lambros has engaged students in a five week unit: Persuasion Across Time and Space: Analyzing and Producing Complex Texts. This unit addresses multiple CA CCSS for ELA/Literacy and CA ELD standards simultaneously and has four primary goals: (1) students read and analyze complex texts; (2) students identify and use evidence from informational texts in their written and oral work; (3) students participate in disciplinary practices highlighting language, purpose, and responsiveness to audience; and (4) students acquire history/social studies knowledge through content rich nonfiction.

Snapshot 8.4. End-of-Unit (Medium-Cycle) Assessment in Grade Seven (cont.)

During the course of the unit, with intentional and strategic scaffolding by Ms. Lambros and considerable involvement in collaborative groups, students engage in close reading, collaborative discussions, and analysis of the text organization, grammatical structures, and vocabulary of persuasive texts on relevant topics. In the final part of the unit, the students analyze the video, “The Girl Who Silenced the World for Five Minutes,” compare and contrast persuasive techniques in the video to one of the texts they read, and produce a persuasive text of their own. The students’ analyses of the video and written work serve as the summative assessment for the unit. Using the students’ work, the teacher is able to make a determination about students’ understanding of the purpose, organization, and structure of persuasive texts and their ability to use various language resources (including vocabulary, complex grammatical structures, connecting words and phrases) to write a coherent and cohesive persuasive piece for a public audience.

After reviewing students’ responses, Ms. Lambros concludes that the students have made good progress toward meeting the goals of the unit, especially in regard to their understanding of persuasive techniques in different contexts (i.e., video and text). Examining her EL students’ writing more closely, however, she notices that most of their writing is characterized by spoken, everyday language. In other words, their written arguments are not making use of connecting words and phrases (e.g., *for example*, *therefore*, *consequently*) to create cohesion, nor are they using many complex sentences to connect ideas and create relationships between them (e.g., *Even though governments are taking action*, it is not happening fast enough). This analysis of her students’ writing informs Ms. Lambros’s planning of subsequent lessons. She begins designing lessons in which she will show examples of cohesion and complex sentences that connect ideas, model how to *unpack* the meaning in the texts, collaboratively construct similar writing with the students, and provide students with guided practice in writing related to the unit topic. She also plans to draw her students’ attention to various examples of persuasive language used in arguments and to observe how her students incorporated them into their own writing in upcoming units. In addition, she makes a note to address these linguistic features directly when she teaches the unit the following year.

Resources

Adapted from

Understanding Language. 2013. *Instructional Unit: Persuasion Across Time and Space*. Palo Alto, CA: Stanford University.

Video: *The Girl Who Silenced the World for 5 Minutes* (available at a number of sites, including www.youtube.com).

Interim or Benchmark Assessments

Interim or benchmark assessments, such as the Smarter Balanced interim assessments, are medium-cycle and address intermediate goals on the way to meeting standards. The Smarter Balanced assessments are aligned to the standards, and any other interim or benchmark assessment used by districts or schools also need to be aligned to the standards. Typically administered quarterly or every six weeks, interim assessments cover a shorter period of instruction than long-cycle assessments and consequently give more detail about student learning. Results from interim assessments provide periodic snapshots of student learning throughout the year. These snapshots help teachers monitor how student learning is progressing and determine who is on track to meet the standards by the end

of the year and who is not, which may mean that a student is in need of additional support. When using or designing interim or benchmark assessments, teachers and school and district leaders determine reasonable expectations at various points in the year relative to meeting a CA CCSS for ELA/Literacy or CA ELD Standard at the end of the year. These interim goals for meeting the end-of-year standards at points along the school year are likely to look different than the end-of-year standard. Results from these assessments help teachers answer the following questions:

- What have my students learned so far?
- Who has and who has not met intermediate goals?
- Who is and who is not on track to meet the standards by the end of the year?
- How are students performing on this test or assignment in those areas identified as weak on last year's California state long-cycle assessments?
- What are the strengths and areas of need in an individual's or groups' learning?
- Who are the students most in need of additional support? What do they need?
- What are the strengths and areas of need in my curriculum?
- What are the strengths and areas of need in my instruction?
- What improvements do I need to make in my teaching?

Administrators also use interim assessments to address many of these questions that are relevant to their decision-making needs, for example, programmatic, professional learning, and resource decisions.

If students are not making desired progress, teachers and administrators then consider whether changes are needed in curriculum and instruction while adjustments can still be made before the end of the year. Interim assessments also supply individual performance data. These data are useful in identifying individual student's strengths and learning needs. In addition, while these results sum up a period of learning, they can also be used formatively if steps are taken to respond to individual student's needs while there is still time within the year. In instances where no action is taken to support student learning, the results from these assessments remain summative only.

If students are not making desired progress, teachers and administrators then consider whether changes are needed in curriculum and instruction while adjustments can still be made before the end of the year.

Using data systems, including spreadsheets, interim assessment results are aggregated and displayed in graphs and charts, so teachers can identify patterns in their students' performance; interim assessment results are also disaggregated to provide information on the relative performance of individuals and subgroups. It is important that teachers and administrators have adequate professional learning and support to properly interpret the results of interim assessments so their conclusions and responses are appropriate and effective.

If districts, schools, or individual teachers use commercially-produced interim assessments, they need to consider technical quality to ensure that the assessments are appropriate for the intended purpose and that they are fully aligned with the CA CCSS for ELA/Literacy and CA ELD Standards. (See section on technical quality in this chapter.)

Results from interim assessments provide periodic snapshots of student learning throughout the year. These snapshots help teachers monitor how student learning is progressing and determine who is on track to meet the standards by the end of the year and who is not, which may mean that a student is in need of additional support.

Snapshot 8.5. Interim (Medium-Cycle) Assessment in Grade One

All incoming first graders in a school are assessed at the beginning of the school year on the foundational skills of the CA CCSS for ELA/Literacy, specifically, print concepts, phonological awareness, phonics and word recognition, and fluency. Results from their end-of-year kindergarten assessment are used to determine which sections of the assessment are administered. For example, if a student's results indicate strong performance on a measure of print concepts, that part of the assessment is skipped, although close observations are made during class to confirm the previous year's assessments. The first-grade teachers find the results from the beginning-of-the-year assessment to be a useful starting point for their instructional planning, particularly because students may have either lost or made up ground during the summer. In addition, the teachers assess, or obtain help to assess, the primary language foundational literacy skills of their ELs who are new to the school and use this information for instructional decision-making.

After these initial assessments and implementation of appropriately designed instruction, students are administered interim foundational skills assessments every six weeks to determine progress. While the teachers regularly use formative assessment practices during their instruction to gather evidence of students' skill development and to adjust instruction accordingly, they use the results of the interim assessments to gauge the overall progress of individuals and the class as a whole, and to provide information regarding needed improvements in their teaching to ensure greater progress. The teachers also use the results as a means to evaluate and corroborate their own judgments about students' skill development in the period between the interim assessments' administration.

Assessing ELD Using Medium-Cycle Evidence

As with all medium-cycle assessment, assessing progress in English language development using interim/benchmark assessments or classroom summative (such as end-of-unit/quarter) assessments should not take priority over short-cycle formative assessment. Short-cycle ELD formative assessment is assessment *for* learning and allows immediate teaching moves that support student learning *as it occurs*. Medium-cycle ELD assessment is assessment *of* learning that has already occurred. It is typically not useful for providing immediate instructional support to students because the assessment evidence is too removed in time from the learning and is often too general.

Medium-cycle ELD assessments, such as classroom summative (including interim/benchmark) assessments, are useful, however, for evaluating a student's progress. They help teachers reflect on their instructional planning and implementation and make within-year program design and instructional adjustments. They also help school and district leadership identify or adjust professional learning and instructional materials decisions.

Periodic progress monitoring helps teachers determine the status of EL students' achievement of unit and intermediate (e.g., within-unit, quarterly) goals toward meeting particular CA ELD Standards as they progress through English language proficiency levels. In addition, monitoring helps teachers determine if students are advancing in English language proficiency or if they are *stalled* in particular areas. In other words, monitoring helps teachers know if their students are

Periodic progress monitoring helps teachers determine the status of EL students' achievement of unit and intermediate (e.g., within-unit, quarterly) goals toward meeting particular CA ELD Standards as they progress through English language proficiency levels.

on track for achieving end-of-year learning goals, differentiated for ELs using the CA ELD Standards, so that within-year instructional adjustments and refinements can be made. For example, a fifth-grade teacher examines a quarterly narrative writing task the whole class completes and uses the CA

ELD Standards to analyze how EL students expand and enrich ideas in noun phrases (ELD.PII.5.4). Using this approach, she monitors how an individual EL student progresses throughout the year. A student who began the school year at an early Expanding level of proficiency, for example, might progress through the Expanding level (across the narrative writing samples) and, potentially, into the early Bridging level by the end of the year.

Similarly, high school teachers design a two-month unit of study with a culminating, curriculum-embedded argument writing task. This writing task provides useful medium-cycle ELD assessment evidence if the writing is analyzed for degree of attainment of the learning goals tied to particular CA ELD Standards (e.g., how students are using verb types and tenses, organizing their writing, expanding noun phrases). This analysis helps teachers

identify patterns in student learning outcomes (e.g., many students may need support in linking ideas throughout a text to create cohesion) as well as individual needs. Using the results of this analysis teachers plan further instruction, this within-year adjustment supports students' progress toward end-of-year goals in ELD.

Interim/benchmark assessments should be used judiciously and intentionally. Authentic classroom learning tasks, rather than multiple-choice tests or decontextualized performance tasks that focus on discrete grammatical skills and vocabulary knowledge, best inform ongoing teaching and learning in ELD. Teachers of ELs approach all assessments with a critical eye to ensure that tests match teaching and learning goals and that valuable instructional time is not sacrificed to administer and analyze tests—or any other type of medium-cycle assessment—that are not critical for monitoring ELD progress.

Long-Cycle Assessment

Yearly assessments, such as the Smarter Balanced Summative Assessments, are long-cycle assessments. They typically assess students' mastery of standards at the end of the grade and provide student achievement results at several levels, including individual, school, district, and state. They sum up achievement after a year of learning and are therefore most appropriately used by schools and districts to monitor their own annual and longitudinal progress and to determine that individual students and groups of students are on track academically. The CELDT serves similar purposes with respect to measuring ELs' progress toward learning English. Schools and districts ensure that students in dual language programs are making steady progress toward biliteracy by including assessments in the relevant non-English language.

Long-cycle assessments also help teachers answer the following questions:

They [long-cycle assessments] sum up achievement after a year of learning and are therefore most appropriately used by schools and districts to monitor their own annual and longitudinal progress and to determine that individual students and groups of students are on track academically.

- What did my outgoing class of students learn? Did they meet the standards I was teaching them?
- What did my incoming class of students learn from last year to this year? Which standards did they achieve, and which did they not achieve?
- What are the overall strengths and areas of need in my class's learning?
- What are the strengths and areas of need in individual's and groups' learning?
- What are the strengths and areas of need in my curriculum?
- What are the strengths and areas of need in my instruction?
- Have the improvement strategies I/we put in place worked?

With data systems, assessment results are aggregated so that individual teachers and schools can look for patterns in their students' performance. They are also disaggregated to provide information on the relative performance of subgroups and the performance of individual students. School and district administrators use these assessment results to determine which students have and have not met the standards and identify the relative strengths and areas of need in curricula and programs. Long-cycle assessment results should be examined and discussed by teams of educators who sensitively analyze outcomes, responsively adjust instructional programs, plan professional learning, collaborate, and teach.

Long-cycle assessment results should be examined and discussed by teams of educators who sensitively analyze outcomes, responsively adjust instructional programs, plan professional learning, collaborate, and teach.

Long-cycle assessment results are appropriately used for system monitoring and accountability; reporting to parents on their individual child's achievement; adjustments to programs, curricula and instruction for the following school year; teachers' reflection on their instructional practices; and identifying teachers' professional learning needs. As indicated, results also provide a starting point for students' teachers in the following school year, offering a picture of classroom, subgroup, and individual strengths and weaknesses. Snapshot 8.6 provides a glimpse of these uses of long-cycle assessment.

Snapshot 8.6. Long-Cycle Assessment in Grade Eight

Just before the new school year starts, eighth-grade English teacher Ms. Flora and her eighth-grade colleagues examine their incoming students' seventh-grade summative ELA assessment results to anticipate their students' learning needs. At the same time, they examine the prior year's CELDT results for their incoming EL students, some of whom have been in U.S. schools for only a couple of years and others for many years, as well as available data about their literacy proficiency in their primary language. The teachers want to make sure that they use all available information to design appropriately differentiated instruction for their students.

Last year's results suggest students may need considerable support in several areas, including close and analytic reading skills with respect to literature and informational text and writing effective arguments. To address weaknesses evident in the seventh-grade summative assessment results, Ms. Flora pays particular attention to the grade eight literature standards: (1) Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn for the text (RI.7.1), and (2) Compare and contrast the

Snapshot 8.6. Long-Cycle Assessment in Grade Eight (cont.)

structure of two or more texts and analyze how the differing structures of each text contribute to its meaning and style (RL.8.5). She focuses on the parallel standards for informational text as well. In addition, to address the weaknesses evident in the seventh-grade writing results, she works with her students extensively on the following standard: Write arguments to support claims with clear reasons and relevant evidence (W.6–8.1).

When she examines her students' eighth-grade ELA summative assessment results at the end of the year, the first question she considers is whether her students met the standards she identified as in need of considerable instructional attention. She is pleased to note that *most* students achieved proficiency on the targeted reading and writing standards. She is satisfied with the overall results and feels that the instructional focus that she and her colleagues identified for the year yielded positive results. However, some students did not meet the proficient levels on the state assessment, so she plans to follow up with her colleagues to examine the data to determine if there are students in other classes who did not achieve the standards. She also plans to closely view the data to see where specific areas of need lie and whether the results of summative assessment are consistent with what she observed through formative assessment and interim assessments. For her EL students, she plans to view EL students' results in light of their eighth-grade summative CELDT assessment results and note any relevant findings. This information provides evidence to help guide any changes in her instruction for next year's eighth graders. She also knows that her careful analyses will be valuable information to pass on to the ninth-grade teachers.

Ensuring Accessibility for ELs on Long-Cycle Assessments

To ensure an accurate view of ELs' learning status, designated assessment supports may be needed. The intent is not to give EL students an unfair advantage over those who do not receive such support (Abedi and Ewers 2013). Rather, the goal of a support is to make an assessment more accessible for ELs and to allow students to demonstrate what they know and can do, thereby leveling the playing field and strengthening the validity of assessment results for ELs. The following factors should be considered when selecting assessment supports for ELs:

- Effectiveness: A support is effective in making an assessment more accessible to the recipients.
- Validity: A support does not alter the focal construct being assessed, that is, the outcomes of supported and unsupported assessments are comparable.
- Differential Impact: A support is sensitive to students' background characteristics and their academic standing; one size may not fit all.
- Relevance: A support is appropriate for the recipients.
- Feasibility: A support is logistically feasible to implement in the assessment setting (Abedi and Ewers 2013, 4).

Rather, the goal of a support is to make an assessment more accessible for ELs and to allow students to demonstrate what they know and can do, thereby leveling the playing field and strengthening the validity of assessment results for ELs.

The Smarter Balanced Assessment Consortium offers universal embedded online tools that improve the accessibility for all students, several embedded designated supports that improve accessibility for ELs, and accommodations for students with disabilities as required by their individualized education program (IEP) or 504 plan (Smarter Balanced 2013b). Examples of designated supports, depending on the type of assessment, include bilingual glossaries, translated test directions, and text-to-speech features. The type of support useful to ELs varies depending on the student's age and level of English language proficiency, as well as the subject area assessed, type of assessment task, and other factors. (See Usability, Accessibility, and Accommodations Guidelines from Smarter Balanced 2014 located at <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalancedGuidelines.pdf>.)

Additional Methods of Medium- and Long-Cycle Assessment

Additional methods for evaluating student achievement in medium or long cycles include rubrics and student portfolios.

Rubrics

Performance assessments that require students to demonstrate learning through an oral, written, or multimodal performance task (e.g., a presentation, a report) can be evaluated according to a rubric. A commonly accepted definition of a rubric is a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality (Andrade, and others 2009). Criteria relate to the learning that students are being asked to demonstrate rather than the tasks themselves, and they should provide clear descriptions of performance across a continuum of quality (Brookhart 2013). The criteria are linked to standards and reflect what is required to meet a specific standard or cluster of standards.

Descriptions of performance are usually presented within score levels, and the number of score levels depends on the extent to which criteria across the levels can distinguish among varying degrees of understanding and skills. The knowledge and skills at one level differ distinctively from those at other levels (Lane 2013). Commercially produced performance assessments used for high stakes assessment purposes (e.g., placement or end-of-year grades) should provide evidence of their technical quality. (See the section on technical quality in this chapter.) Examples of evidence include review by language and literacy experts, review to ensure cultural and language sensitivity, and field tests that demonstrate that the rubric differentiates performance across levels of the rubric and across grades.

For classroom assessment, in situations where stakes are not so high, teachers—sometimes in collaboration with students—can develop rubrics for performance assessments. Co-construction of rubrics with students is a powerful way to build student understanding and acceptance of expectations. When creating rubrics, three points are important. First, rubrics should express as clearly and concisely as possible the expected performance at each level. Therefore, it is important to avoid ambiguous language. Before using the rubric, the language of the rubric is explained to students. Second, expectations are communicated through non-pejorative descriptions of what performance looks like at each level, reflecting a growth mindset. Third, the gradations of quality are specifically articulated across levels. Figure 8.6 presents an example of a rubric for scoring an essay. The dimensions of the rubric are listed on the left-hand side and the criteria are clearly described across four levels of performance along the top.

Performance assessments that require students to demonstrate learning through an oral, written, or multimodal performance task (e.g., a presentation, a report) can be evaluated according to a rubric.

Figure 8.6. Essay Scoring Rubric

Dimensions	4	3	2	1
Ideas and Content	The essay has a clear thesis and supports it with evidence. Relevant comparisons between the paintings are made. Reasons for the similarities and differences are discussed in terms of the influence of one art movement on another.	The essay has a clear thesis. Comparisons between the art works are made. The discussion of influences might be thin.	An opinion is given. The support for it tends to be weak or inaccurate. May get off topic.	The thesis and support for it is buried, confused and/or unclear.
Organization	The paper has an interesting beginning, developed middle, and satisfying conclusion in an order that makes sense. Paragraphs are indented, have topic and closing sentences, and main ideas.	The paper has a beginning, middle and end in an order that makes sense. Paragraphs are indented; some have topic and closing sentences.	The paper has an attempt at a beginning and/or ending. Some ideas may seem out of order. Some problems with paragraphs.	There is no real beginning or ending. The ideas seem loosely strung together. Poor paragraph formatting.
Voice and Tone	The writing has a clear perspective, sophisticated style, and appropriate tone.	The style and tone are appropriate. The writer's perspective fades in and out.	The writer's perspective is obscure. The paper shows little awareness of audience and purpose.	The writing is flat, lacks a perspective, and uses an inappropriately formal or informal style and tone.
Word choice	The words used are descriptive but natural, varied and vivid.	The words used are correct, with a few attempts at vivid language.	The words used are ordinary. Some may sound forced or clichéd.	The same words are used repeatedly, some incorrectly.
Sentence Fluency	Sentences are clear, complete, begin in different ways, and vary in length.	Mostly well-constructed sentences. Some variety in beginnings and length.	Many poorly constructed sentences. Little variety in beginnings or length.	Incomplete, run-on and awkward sentences make the paper hard to read.
Conventions	Spelling, punctuation, capitalization, and grammar are correct. Only minor edits are needed.	Spelling, punctuation and capitalization are usually correct. Some problems with grammar.	There are enough errors to make the writing hard to read.	The writing is difficult to understand because of errors.

Source

Andrade, Heidi G. 2013. *Essay Scoring Rubric*. Unpublished document.

It is preferable for teachers to design rubrics collegially as a group rather than as individuals. Taking advantage of how school teams already work together and ensuring that appropriate content expertise is represented are useful operating procedures for rubric development (Brookhart 2013). There is no specified frequency with which teachers should use rubrics. The use of a rubric depends on its purpose (Brookhart 2013). For example, a rubric may be used at regular intervals during a writing assignment or once each week to assess oral reading. Given the time and effort required to develop quality rubrics, it is important to identify learning goals or standards that are best assessed by performance tasks and rubrics, so that the investment in their development is worthwhile (Arter and Chappuis 2006).

Rubrics can improve student performance, as well as monitor it, by making teachers' expectations clear and by showing students how to meet these expectations.

Rubrics can improve student performance, as well as monitor it, by making teachers' expectations clear and by showing students how to meet these expectations. When teachers provide an evaluation of student work using a rubric, it should be clear to students what they need to do to improve in the future. Rubrics also support student self- and peer assessment. (See the section in this chapter on student involvement for more information on self- and peer assessment).

Rubrics are particularly useful for assessing oral language development, particularly for ELs. For example, rubrics can focus teachers' attention on particular discourse practices, grammatical structures, and vocabulary as they observe and listen to students' collaborative discussions, oral presentations, and informal conversations. These observations then guide instructional decision-making, including ways to structure conversations and productive group work, how to model different uses of English, and how to provide ample exposure to rich oral language, including from peers. The CA CCSS for ELA/Literacy and the CA ELD Standards can be used to design rubrics to gauge students' progress in oral language (including vocabulary and presentations), collaborative discussions, writing, and other areas of the curriculum. Given the interrelated nature of the two sets of standards, teachers create integrated rubrics that use both sets of standards, as well as the standards' companion appendices and documents, to avoid creating multiple rubrics for the same tasks.

Portfolios

Student portfolios are another useful source of evidence for making judgments about student learning. A portfolio is a systematic collection of student work and related materials that tells the story of a student's activities, progress, and achievement in a given subject area (Arter and Spandel 1992; Venn 2000). Portfolios can provide a progressive record of student growth, or they can be used to demonstrate mastery of specific learning goals and contain samples only of a student's highest achievement (Venn 2000). Portfolios are considered either medium- or long-cycle assessments, depending on the length of the learning period covered.

Whatever the purpose of the portfolio, sufficient samples related to specific learning goals should be included to enable an evaluation of either growth or achievement (Chappuis, and others 2012). The specific learning goals are aligned to standards, and the evidence included in the portfolio reflects either students' progress toward meeting standards or achievement of specific standards.

Portfolios can include a range of evidence: student learning goals; samples of written work; images of work samples (e.g., digital images of models or other representations); audio samples (e.g., student narratives, oral presentations, or read alouds), video files (e.g., student performances, ASL-signed presentations); student reflections; teacher observations; teacher-student conference notes; and documentation of any other assessment results. Digital portfolios allow students to assemble and publicly present their work. Assembling a portfolio directly involves students in selecting its contents

as well as reflecting on the reasons selections were made, what they represent, and what they show about students' learning (Arter and Spandel 1992; Chappuis, and others. 2012).

The following are questions teachers should keep in mind when using portfolios:

- How representative is the work included in the portfolio of what students can really do?
- Do the portfolio pieces represent coached work, independent work, or group work?
- Do the portfolio pieces represent student language and literacy progress across the content areas?
- How well do the portfolio items match standards?
- Are there clear criteria for judging the work and do the criteria represent the most relevant dimensions of student work products?
- Is there a method for ensuring that evaluation criteria are applied consistently and accurately? (Arter and Spandel 1992)

Assembling a portfolio directly involves students in selecting its contents as well as reflecting on the reasons selections were made, what they represent, and what they show about students' learning

Well-developed criteria are used to evaluate portfolio items and establish the scoring process (e.g., the number of raters, when scoring takes place). It is also important to communicate whether the portfolio is to be rated as a whole or as individual samples, and if so, how the items are weighted. For example, are video performances of students' spoken language weighted more or less than their written artifacts?

Portfolios also provide valuable information about student progress to parents, particularly the parents of ELs and other language-minority students who may not be completely familiar with U.S. schooling practices and systems. Portfolios designed to *tell the story* of student growth during a particular time frame communicate to parents how their children are developing in a variety of areas valued by the standards and curricula. This information can help parents support their students' continued development and expand opportunities for collaboration between schools and families.

Student Involvement

Whatever the assessment cycle, one goal of assessment is to promote a positive orientation to learning for students. Assessment, particularly when stakes are attached, creates a strong reason for learning. However, assessment can also impact the learner's willingness, desire, and capacity to learn (Harlen and Deakin Crick 2002). For example, if passing the test becomes the reason for learning, then students run the risk of developing a performance orientation, rather than a learning and mastery orientation (Ames and Archer 1988; Dweck 1999, 2006). Students with a performance orientation tend to use passive rather than active learning strategies, they avoid learning challenges, and their learning tends to be shallow rather than deep (Crooks 1988; Harlen and James 1997).

Whatever the assessment cycle, one goal of assessment is to promote a positive orientation to learning for students. Assessment, particularly when stakes are attached, creates a strong reason for learning.

While teachers can help students learn, only students can actually do the learning. For this reason, successful achievement of standards requires students to develop a learning orientation evidenced by an interest in learning and meeting challenges, and a belief that effort, engagement in learning, and the development of learning strategies lead to increased achievement.

If students are involved in the assessment process, they are more likely to develop a learning orientation than if they are solely passive recipients of test scores. They are also more likely to develop skills in setting goals, managing

the pursuit of those goals, and self-monitoring—all important 21st century skills (NRC 2012). Active student involvement in the assessment process is vital in developing student self-direction in learning. Crucial to student involvement in assessment, feedback is a critical factor in developing students' insight into their own learning and understanding (NRC 1999; OECD 2005).

Feedback

Feedback indicates to students what they have done well—the degree to which they have met learning goals—and what they can do next to improve their learning (Bangert-Drowns, and others 1991). Importantly, feedback from teachers or peers should focus on tasks, processes students use, and students' self-regulation, rather than on students themselves (Kluger and DeNisi 1996; Hattie and Timperley 2007). Feedback, especially peer feedback, should avoid making comparisons with other students (Black and William 1998; William 2007). As William (2011) suggests, feedback should prompt a *cognitive* reaction (in which the learner focuses on active steps to achieve mastery) and not an *emotional* reaction (in which the learner experiences anxiety or embarrassment).

Feedback indicates to students what they have done well—the degree to which they have met learning goals—and what they can do next to improve their learning.

Long- and medium-cycle assessments usually produce a score indicating the status of achievement. While the scores typically tell students *what* they have achieved, they do not tell them *how* or *why* they achieved what they did. The role of teacher feedback in relation to these types of assessment results is to help students understand *where* they were successful or not and to set goals with students that inform them about *where* and *how* they need to improve. This approach requires that teachers spend time with students discussing assessment results and setting goals and strategies for improvement. Even when teachers use rubrics and provide evaluative scores, students still need feedback about how to improve. Although time consuming, the benefit for students is more assessment transparency and increased goal orientation and ownership of future learning.

When considering feedback to give EL students on their developing English language use, teachers should focus first and foremost on effective communication and meaning making. They take note of language resources (e.g., vocabulary, grammatical structures, discourse moves) students employ and plan ways with students to increase their use. Teachers encourage EL students to take risks when using English and establish a safe and supportive environment in which students are free to make *mistakes*—that are in fact normal developmental steps—in approximating complex academic uses of

When considering feedback to give EL students on their developing English language use, teachers should focus first and foremost on effective communication and meaning making.

advanced English. For example, a student might ask, “How fast the lava go?” If a teacher stops to correct the student’s grammar (e.g., to tell the student they must use the word *does*), the focus on meaning can be lost and the student may be discouraged from taking further risks. Instead, teachers think carefully about when and how to provide feedback on particular aspects of students’ language use, including grammatical structures, vocabulary, and register. The teacher may at that moment simply acknowledge the student’s question and recast the statement, thereby providing implicit feedback (“That’s a great question! How fast does the lava flow? Let’s read to find out.”). In this example, the teacher also writes the recast question on a chart or using a document camera to provide a visual reinforcement of the oral modeling,

and referring to a list of questions students have generated, the class chorally reads them together. In addition, the teacher notes what the individual student said and makes plans to address the grammatical structure of questions more explicitly during designated ELD. These examples do

not imply that explicit attention to English language development should not occur during content instruction. Rather, the way in which feedback is provided is carefully considered to maximize student meaning making and risk taking. Overcorrection, particularly when it feels to the student like ridicule (e.g., constantly requiring a student to repeat utterances in grammatically correct and complete sentences or chastising a student for not using standard English pronunciation), is not effective feedback. Overcorrection detracts from content knowledge development and discourages EL (and non-EL) students from participating in conversations and writing their ideas freely, thus impeding their language development.

... the way in which feedback is provided is carefully considered to maximize student meaning making and risk taking.

Snapshot 8.7. Student Involvement in Assessment in Grade Four

Miss Nieto, a fourth-grade teacher, has a discussion with each of her students about their reading scores from an interim assessment. In her meeting with Henry, she notes that he has done well on the items related to using explicit details about the text and summarizing central ideas and is on track to meet the associated standards. She also discusses with Henry that his scores indicate that he is not as strong in using supporting evidence to justify or interpret how information is presented. Miss Nieto and Henry have a conversation about why he thinks he scored lower on these items. He tells her that he thinks he is beginning to better understand how to use evidence for justification but it continues to be difficult for him. She suggests that this should be something he consciously focuses on improving between now and the next interim assessment, and she provides some ideas to support his learning.

Feedback is particularly salient in the context of formative assessment. Students can receive feedback in three ways: from their teachers, from peers, and through their own self-assessment. The purpose of the feedback is to close the gap between the student's current learning status and the lesson goals (Sadler 1989). It is critically important that students be given opportunities to *use* the feedback, otherwise it does not serve the intended purpose.

Teacher Feedback

Three categories of questions provide a frame for feedback to students in formative assessment (adapted from Hattie 2012, 130). The questions are crafted from the students' perspective with the aim of building students' involvement and ownership of learning through the formative assessment process.

1. Where am I going? What are my goals?
2. Where am I now? What progress am I making towards the goal?
3. Where to next? What do I need to do to make better progress?

To answer the first questions, both teachers and students need to be clear about the goal or target of the learning and what constitutes successful performance of learning. Answering the second set requires teachers and students to elicit and interpret evidence of learning. In other words, they need to decide where students' learning currently stands in relation to the learning goal. Answering the third set of questions guides students to take next action steps toward meeting the learning goal. Teacher feedback is required for students to answer the second and the third sets of questions. Teacher feedback indicates to students where they have been successful and provides hints or cues about what to do next.

Snapshot 8.8. Teacher Feedback in Grade One

Kathleen, a first grader, is preparing to read aloud to her teacher. Before she begins, Mr. Silverstein reminds her to think about the reading strategies they have been using. The text states: *Fish swim in the river.* Kathleen, reading very slowly, says: *Fish . . . swim . . . in . . . the . . . water. No. That's not water. It doesn't begin with 'w.'* R (says letter name) *r* (letter sound) . . . *i . . . v . . . River! Fish swim in the river.* Mr. Silverstein provides feedback after Kathleen finishes reading the sentence: *You did a very good job of using your decoding strategies to read the text accurately. Let's keep on reading and while you are reading think about whether what you are reading makes sense. It needs to! Also think about whether what you are seeing (that is, the letters and letter combinations) matches with what you are reading. You did that when you noticed that water could not be the right word. Water made sense, but the letters indicated a different, equally sensible word: river.*

Peer Feedback

Peers are also sources of feedback for learning. Peer feedback has a number of advantages both for those students providing the feedback and those receiving it. It involves thinking about learning and can deepen students' understanding of their own learning. Research shows that the individuals providing feedback benefit just as much as the recipients because they are forced to internalize the learning goals and performance criteria in the context of someone else's work, which is less emotionally charged than their own (William 2006). The same three categories of questions listed in the teacher feedback section apply to peer feedback. Without clarity about the goal and the performance criteria, peers find it difficult to provide useful feedback to each other. Peers assess the status of classmates' learning against the same success criteria they use to check their own learning. Additionally, students need to learn to provide constructive feedback, so teachers should instruct and coach students on this as well. Notably, learners who become adept at giving and receiving feedback acquire valuable 21st century skills (NRC 2012).

Peer feedback has a number of advantages both for those students providing the feedback and those receiving it. It involves thinking about learning and can deepen students' understanding of their own learning.

Snapshot 8.9. Peer Feedback in Grade Three

In a third-grade class students are focusing on Speaking and Listening Standard 3.4, one of several that emphasize *presentation of knowledge and ideas*. Their learning goal is to write an informative speech to present to the class about a topic of interest to them. The criteria they need to bear in mind when writing their speeches include the following:

- Introduce your topic in a way that engages your audience.
- Put your ideas in a logical sequence.
- Make an impact on your audience with your ending.

Once students create an initial draft, they exchange their papers with a partner. Then students provide each other with feedback. One student's feedback to her partner is: *I liked how you started your speech with a question . . . that's a good way of getting your audience's attention. I think your ideas are logical. I think it would be a better impact at the end of your speech if you go back to your question and maybe finish with a sentence that tells how you answered the question.*

Self-Assessment

Teacher and peer feedback are externally provided. When students are involved in self-assessment they are generating *internal feedback*. Generating and acting on internal feedback is a form of metacognition and self-regulation. Metacognition is thinking about one's thinking, and

When students are involved in self-assessment they are generating internal feedback. Generating and acting on internal feedback is a form of metacognition and self-regulation.

self-regulation refers to the ability of learners to coordinate cognitive resources, emotions, and actions in order to meet learning goals (Boekaerts 2006). In the realm of 21st century learning, metacognition and self-regulation are important skills (NRC 2012), and the most effective learners are self-regulating (Butler and Winne 1995; Pintrich 2000; Schunk and Zimmerman 2008). Additionally, teaching students metacognition raises their performance (e.g., Lodico, and others 1983) and helps them generalize and transfer what they learn to new situations (Hacker, Dunlosky, and Graesser 1998). Because of the importance of metacognition and self-

regulation for successful learning, teachers ensure that students develop these skills in the context of language and literacy learning.

Self-assessment can be developed from the early grades onwards (Perry, and others 2002; Puckett and Diffily 2004). For example, a first-grade teacher provides her students with a graphic organizer with the headings: *date, book title, my goal today as a reader, pages read, how well did I meet my goals?* She asks students to set goals for their daily independent reading time and, at the end of the session, to think about how well they met their goals. During her weekly individual reading conferences with students, she reviews the self-assessment sheets, and when a student has not met the goal the teacher asks what he or she did or needs to do to improve. Together, they identify a strategy for the student to use. In addition to providing the students with opportunities for self-assessment, the teacher offers advice on strategies for improvement, which in turn become part of students' internal repertoire of strategies that they can employ on subsequent occasions. In effect, they develop the skills of self-regulation.

Self-assessment becomes more sophisticated as students gain more experience. For example, in a ninth-grade science class in which the teacher integrates ELA and science standards, the students are involved in a short research project on distinct regions of the brain. As called for in the ELA writing

standards for literacy in science (WHST.9–10.6), they are to display their information “flexibly and dynamically.” Students in this class have time toward the end of every session to complete a reflection and planning log and answer the following questions: *What was successful about your learning today? What difficulties or problems did you encounter? How did you manage those difficulties? Were you successful? If not, what plans do you have for dealing with them in the next lesson?* These logs serve as a means of self-assessment for students and support self-regulation since students have to generate strategies to solve difficulties. The logs are also sources of information for teachers about the progress students are making on their projects.

Assessment of ELD Progress

Assessing ELD progress, particularly the development of *academic uses of English* in each discipline, is a responsibility shared by all educators in schools and districts where ELs are students. (See chapter 11 in this *ELA/ELD Framework* for information on district and school leadership responsibilities for monitoring ELD progress.) Districtwide and schoolwide assessment and professional learning *systems* are critical for ensuring EL students’ achievement of the overarching goals of ELA/literacy and ELD instruction: students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century. (See the outer ring of figure 8.1). However, *teachers* are the ones who ultimately ensure that every day, each of their EL students has full access to grade-level curricula and that they develop academic English in a timely—and even accelerated—manner. Teachers’ deep understandings of the CA CCSS for ELA/Literacy, the CA ELD Standards, and other content standards are critical to effective assessment for and of learning because these standards guide instructional and assessment practices with ELs.

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The CA ELD Standards provide outcome expectations at different English language proficiency levels (Emerging, Expanding, Bridging) so that teachers can differentiate their instruction according to individual EL students’ language learning needs on particular standards. Because the CA ELD Standards delineate proficiency levels which EL students are expected to progress through during the year (and in fact, they may progress through more than one level in a single school year), teachers carefully attend to the ELD progress of their EL students on a frequent and ongoing basis. As described previously in this chapter, this ongoing monitoring of student progress involves using short-cycle formative assessment (minute-by-minute, daily, weekly), as well as medium-cycle assessment for formative purposes (monthly, end-of-unit, interim, benchmark, and other periodic time frames). Attending to the developing capacities and emerging or persistent needs of ELs is consistent with the assessment approaches teachers employ for all students. However, because ELs are learning English as an additional language *at the same time as* they are learning content knowledge through English (and therefore have particular English language learning needs), teachers take additional steps to assess ELD progress and act on evidence gathered from assessment. They consider the following questions:

- How do I determine what my EL students’ levels of English language proficiency (Emerging, Expanding, Bridging) are on different CA ELD Standards?

- How can I use information about my students' English language proficiency levels on different CA ELD Standards, as well as other relevant information, to design and provide targeted instruction that fosters language-rich learning opportunities?
- How often should I assess ELD progress? Which kinds of evidence-gathering approaches and tools are most appropriate for different purposes?
- How will I know if my EL students are making sufficient progress in developing English on a daily or weekly basis and over longer periods of time?
- How can I include my EL students in assessing their own ELD progress and support them to be conscious of and intentional in their English language learning?

Guidance for addressing these questions follows. This guidance focuses on how classroom teachers—including ELA teachers, teachers in other content areas, ELD teachers, and EL specialists who support content teachers—can use the CA ELD Standards to assess the ELD progress of each of their EL students. The CA ELD Standards support teachers' formative assessment practices by offering descriptions of what EL students can be expected to do at the end of each English language proficiency level (Emerging, Expanding, Bridging). These expectations help teachers focus their formative assessment practices as EL students use English while learning content, gauge their EL students' developing capacities in English, and adjust instruction and learning opportunities. The CA ELD Standards also support teachers in their assessment of learning and to use this information for formative purposes. The examples offered here are intended to be used *in addition to—not instead of*—those provided in the rest of this chapter.

Assessing ELD Progress in Writing

One way teachers can observe and respond to their EL students' development of written language is by using a *language analysis framework for writing*, based on the CA ELD Standards and aligned to teachers' learning goals and success criteria for writing. A language analysis framework allows teachers to observe and analyze student language in *linguistic terms* with more specificity than is often found in ELA rubrics or other tools for evaluating writing. For example, feedback to students on writing, such as “interesting beginning, developed middle, and satisfying conclusion,” “could use more varied sentence patterns,” or “needs some colorful vocabulary” may be sufficient for some students to improve their writing. However, this feedback may not be explicit enough for many students, including ELs, to act on (Fang and Wang 2011). Teachers providing this type of feedback may know intuitively what kind of writing they would like to see their students produce, but without specific feedback on the *language resources* that constitute “varied sentence patterns” or “colorful vocabulary,” their feedback is elusive to ELs, and such language use remains a “hidden curriculum” (Christie 1999).

A language analysis framework for writing, drawing from the CA ELD Standards and other resources focused on language development, helps teachers provide a level of explicitness about the *specific language resources* that students can use in their academic writing to meet identified learning goals and success criteria in different disciplines. A language analysis framework provides *framing questions* that students can ask themselves as they are writing and as they examine writing. Guidance for composing and revising their writing can help students structure their texts cohesively and use expected grammatical structures and vocabulary. Explicitly focusing on language makes expectations for writing more transparent. Teachers can also use a language analysis framework to determine how well students use particular language resources in a piece of writing to provide useful feedback to students and adjust instruction accordingly. An example of a language analysis framework for writing in the upper elementary grades, developed using the CA ELD Standards and their English language proficiency descriptors (CDE 2014), as well as research on language development, is provided in figure 8.7.

Figure 8.7. Language Analysis Framework for Writing

Language Analysis Framework for Writing				
Content Knowledge and Register	Text Organization and Structure	Grammatical Structures	Vocabulary	Spelling and Punctuation
<p>Is the overall meaning clear? Are the big ideas there and are they accurate? Is the text type (e.g., opinion, narrative, explanation) appropriate for conveying the content knowledge? Does the register of the writing match the audience?</p>	<p>Is the purpose (e.g., entertaining, persuading, explaining) getting across? Is the overall text organization appropriate for the text type? Are text connectives used effectively to create cohesion? Are pronouns and other language resources used for referring the reader backward or forward?</p>	<p>Are the verb types and tenses appropriate for the text type? Are noun phrases expanded appropriately in order to enrich the meaning of ideas? Are sentences expanded with adverbials (e.g., adverbs, prepositional phrases) in order to provide details (e.g., time, manner, place, cause)? Are clauses combined and condensed appropriately to join ideas, show relationships between ideas, and create conciseness and precision?</p>	<p>Are general academic and domain-specific words used, and are they used accurately? Are a variety of words used (e.g., a range of words for “small”: little, tiny, miniscule, microscopic)?</p>	<p>Are words spelled correctly? Is punctuation used appropriately?</p>
<p>Sources From Spycher, Pamela, and Karin Linn-Nieves. 2014. Reconstructing, Deconstructing, and Constructing Complex Texts. In <i>The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K–5</i>, edited by Pamela Spycher. Alexandria, Virginia: TESOL Press. As adapted from Derewianka, Beverly. 2011. <i>A New Grammar Companion for Teachers</i>. Sydney, NSW: Primary English. Teaching Association. Gibbons, Pauline. 2009. <i>English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone</i>. Portsmouth, NH: Heinemann. Spycher, Pamela. 2007. “Academic Writing of English Learning Adolescents: Learning to Use ‘Although.’” <i>Journal of Second Language Writing</i> 14 (4):238–254.</p>				

Students also use a language analysis framework or related tools, such as a success criteria document addressing particular language areas, to evaluate and refine their own writing. Tools such as these support students to reflect on their work and ask themselves the same types of questions—either as they are writing or during a writing conference with peers or teachers—that teachers ask when analyzing student writing.

Teachers use such a framework (adjusted appropriately for grade level or span), accompanied by knowledge of their students (including students' proficiency level on different CA ELD Standards), *for observing* what students are doing while writing and *for evaluating* students' written products. Having a framework for analyzing writing helps teachers focus on one or two areas to provide *just-in-time* scaffolding.

Students also use a language analysis framework or related tools, such as a *success criteria* document (Heritage 2014) addressing particular language areas, to evaluate and refine their own writing. Tools such as these support students to reflect on their work and

ask themselves the same types of questions—either as they are writing or during a writing conference with peers or teachers—that teachers ask when analyzing student writing. Using a language analysis framework also helps students to monitor their own progress in writing.

The following annotated writing sample (figure 8.8) illustrates the use of a language analysis framework to analyze student writing to determine next steps for instruction. The example was written independently by an EL student in the fifth grade after several days of instruction during which students jointly constructed several short sections of a longer text on bats. (See vignette 5.3 in chapter 5 of this *ELA/ELD Framework* for an example of the task, text reconstruction). The students used their shorter reconstructed texts, along with other texts, to construct their own texts on bats at the end of the week. The teacher analyzed the writing for formative assessment purposes and to discuss refinements with students rather than for grading students' writing.

Having a framework for analyzing writing helps teachers focus on one or two areas to provide just-in-time scaffolding.

Figure 8.8. Student Annotated Writing Sample Using the CA ELD Standards

Susana's Text	Annotations
<p>Bats</p> <p>Bats are important because they eat mosquitos, insects, mice, frogs and other small animals that could become pest in your house. They are also important because they spread pollen and seeds and because of that more plants grow. If it weren't for bats we wouldn't have all the food that we have now.</p> <hr/> <p>There are over 1,200 species of bats. The largest bat is the flying fox and you could find it in Australia. 3 species of bats are bumble bee bat, fruit bat, and even vampire bats. Bat can be able to damage many plants. They don't suck blood like in horror movies. They drink it like little kittens. They are the only mammals that could fit.</p> <hr/> <p>Bats are in danger because people are scared of them. They are scared of them that they burn their homes. There are less bats now than they used to be. In Australia flying foxes are dying of heat waves. In 15 years over 30,000 bats are dying because of us.</p> <p>Summary Notes and Next Steps: Discuss with Susana:</p> <ul style="list-style-type: none"> • Ordering of the three chunks, need for introduction that foregrounds the chunks, conclusion that sums them up • Review whether information in each chunk fits there and if ideas in each chunk could be expanded more • Show where clauses are combined to show relationships between them (e.g., using <i>because</i>), and ask her to see where she could do the same to combine other clauses <p>Discuss with the class (based on patterns in other students' writing):</p> <ul style="list-style-type: none"> • how register shifts when <i>you, we, us</i> are used • how connecting and condensing ideas (clause combining or other ways) creates relationships between ideas and reduces repetition (maybe a mini-lesson with examples from student writing we revise together) • how to use text connectives (maybe revise a piece of writing together and add in text connectives where needed to create cohesion) 	<p>Content and register:</p> <ul style="list-style-type: none"> • Big ideas and lots of informative details provided, mostly accurate information • Some information needs more clarity (bats aren't in danger just because people are scared of them) • <i>You, we, us</i> is used (less formal register) <p>Text structure and organization:</p> <ul style="list-style-type: none"> • Organized logically into three chunks (<i>why bats are important, species of bats, why bats are in danger</i>) • Some information doesn't seem to fit in the chunks (<i>bats damaging plants</i>) • Missing an introduction and conclusion, order may not be logical • Pronoun reference: <i>because of that</i> used accurately to condense and link to previous sentence (cohesion) • Could use more text connectives (cohesion) <p>Grammatical Structures</p> <ul style="list-style-type: none"> • Some appropriate clause combining to link ideas and show relationships • Some clause combining needs work (<i>They are scared . . . that they burn . . .</i>) and more could be used • Phrases could be expanded to include more details about where, when, etc. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Domain-specific (<i>mammals, species, pollen</i>) and general academic (<i>spread, damage</i>) vocabulary used accurately <p>Spelling and punctuation:</p> <ul style="list-style-type: none"> • Mostly accurate, with some approximations (<i>mamles, dieing</i>)
<p>Source Adapted from Spycher, Pamela. 2007. "Academic Writing of English Learning Adolescents: Learning to Use 'Although.'" <i>Journal of Second Language Writing</i> 14 (4): 238–254. Student text from Spycher, Pamela and Karin Linn-Nieves. 2014. "Reconstructing, Deconstructing, and Constructing Complex Texts." In <i>The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K–5</i>, edited by Pamela Spycher. Alexandria, Virginia: TESOL Press.</p>	

Using a language analysis framework for writing also guides discussions about writing. For example, in a writing conference during which Susana has an opportunity to discuss her writing with her teacher, Susana's teacher opens the conversation by asking Susana to identify areas where she feels her writing needs refinement. Susana's teacher continues the conversation by acknowledging specific areas of strength (e.g., "I see that you are providing lots of great content information about bats and that you're organizing the information in a way that helps the reader follow your ideas."). She asks probing questions to prompt Susana to notice areas for refinement and draws attention to text that needs refinement. She uses the CA CCSS for ELA/Literacy for grade five to frame her learning goals for the conference and the CA ELD Standards to help her to provide targeted support, based on Susana's English language proficiency level. Some of the questions she asks to prompt Susana's thinking and extend her use and understanding of English are the following:

Using a language analysis framework for writing also guides discussions about writing.

- How could you orient the reader to what your paper is about? How could you let them know in advance about the categories you've chosen to include?
- Does all of this information belong together in this section?
- How could you expand this idea to add more detail?
- How could you combine these ideas to show the relationship between them?
- Is there another word or phrase that would help you get your meaning across in a more precise way?

After examining student writing, teachers determine whether and in what ways students have progressed, and what next instructional steps are needed to support further language learning. For

After examining student writing, teachers determine whether and in what ways students have progressed, and what next instructional steps are needed to support further language learning.

example, if a group of EL students at the Emerging level of proficiency are not yet using pronouns to refer to information that has already been presented in a text, their teachers model how to do this, provide opportunities to apply this new language resource to their own writing, and continue to draw their attention to pronoun reference until students have internalized this understanding. If EL students at the Expanding level are already using pronoun reference but not yet using more sophisticated cohesive language resources, such as the use of demonstratives (e.g., *this, that*) or nominalization (e.g., *the result of environmental degradation . . .*), their teachers show them examples of these language resources in the texts

they read, have students analyze texts and provide multiple opportunities for students to apply this awareness of how English works to their own writing. Teachers monitor how well students *take up* these language resources in their writing over time and provide targeted feedback to the whole class, small groups, or individual students so that they continue to progress in their English language development.

Assessing ELD Progress in Oral Language

Oral language use is a critical component of English language development, and observing how students are developing the language skills, abilities, and awareness needed for collaborative conversations and other oral language tasks, such as oral presentations, is essential. Teachers carefully plan collaborative learning opportunities and intentionally observe their EL students as they engage in these tasks, so they can provide just-in-time scaffolding to advance students' oral language to higher levels of proficiency. These formative assessment practices, which should remain the top priority during classroom instruction, are complemented by more formal evidence-gathering strategies and tools for observing and documenting progress in English oral language development.

For example, in grade seven, students are expected to engage in small group discussions about complex texts. One of their conversations revolves around an informational science text they are currently reading. As the students discuss their ideas about the text and extend their thinking about the content, the focus of teachers' observations is primarily meaning making. In other words, the teachers look for evidence that students understand the content of the text, make appropriate inferences based on the text and their background knowledge, use relevant examples, and extend their understandings of the text by asking their peers questions and answering questions posed to them.

Teachers also observe how their EL students use English to convey their ideas and engage in academic conversations in the context of authentic, meaningful interactions about complex texts and topics. Teachers also observe their non-EL students' academic language development during these meaningful interactions with texts, tasks, and others. However, the CA ELD Standards specifically help teachers determine, by English language proficiency level (Emerging, Expanding, Bridging), the types of language resources their EL students should be able to use in collaborative conversations. This forms the basis for evidence-gathering strategies and tools that help focus observations and determine next steps for supporting students' oral language development.

Such strategies and tools are used to focus attention on specific language uses that teachers and students determine as areas of growth. Observation tools help teachers notice how their students are progressing in their capacity to engage in collaborative conversations. As teachers develop deeper understandings of the CA ELD Standards, they increasingly notice how their EL students are using English in the context of specific CA ELD standards. They also become more skilled at identifying where on the ELD continuum their students are and their next steps in developing their academic uses of language.

Observation tools should be used strategically and purposefully. For example, teachers might use a formal observation tool monthly or quarterly. The tool is used more frequently with some students (e.g., newcomer ELs at the early Emerging level) and less frequently (for students at the late Bridging level) because the tool is intended to complement the ongoing observations teachers make every day. Oral language observation tools are intended to provide information to teachers that informs their instructional decisions, not for awarding grades to students. Figure 8.9 provides an example of an observation tool for monitoring grade-seven EL students at different places along the ELD continuum as they use English in collaborative conversations.

Oral language use is a critical component of English language development, and observing how students are developing the language skills, abilities, and awareness needed for collaborative conversations and other oral language tasks, such as oral presentations, is essential.

Figure 8.9. Grade Seven Collaborative Conversations Observation Notes

Collaborative Conversations Observation Notes			
English Language Development Level Continuum			Students said . . . (note students' names and comments)
→ Emerging → Expanding → Bridging →			
CA ELD Standards in Focus:			
Exchanging Ideas Respectfully (ELD.PI.7.1)			
Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	
Supporting Opinions and Persuading Others (ELD.PI.7.3)			
Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., <i>I think . . .</i> , <i>Would you please repeat that?</i>) and open responses.	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (<i>I agree with X, but . . .</i>), and open responses.	Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before</i>), and open responses.	
Connecting Ideas (ELD.PII.7.6)			
Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i>).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).	Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	
Quick Observation Analysis			
Next steps			

The tool provided in figure 8.9 is used to complement the more informal minute-by-minute observations teachers make of their students during collaborative conversations. Care should be taken in implementing such tools. For example, attempting to observe too many standards at once or using the tool too often can be frustrating and counter-productive. Teachers need support and the flexibility to use such tools in ways that best inform their instructional practice.

Teachers should develop and employ assessment approaches that support the learning goals they have for all students and strategically select additional approaches (when needed) that help them ensure that their EL students are advancing along the ELD continuum in a timely manner.

The approaches and tools for assessing ELD progress provided in the preceding pages illustrate how teachers can attend to their EL students' progress in developing English as an additional language. They are not meant to be prescriptive. Teachers should develop and employ assessment approaches that support the learning goals they have for all students and strategically select additional approaches (when needed) that help them ensure that their EL students are advancing along the ELD continuum in a timely manner.

Progress in ELD is also monitored through appropriate use of large-scale summative assessments, such as the CELDT (and in time, the ELPAC). As delineated in figure 8.3 in this chapter, such summative assessments are not intended for planning daily instruction. Rather, the evidence from large-scale summative assessments related to ELD helps schools and districts evaluate and adjust the design of instructional programs provided to ELs and measure ELs' progress in learning English *from year-to-year*. Systematic monitoring should determine if EL students are progressing in their English language development within appropriate time frames and employ clearly defined protocols for action if they are not.

For example, a school leadership team conducts a systematic and careful analysis of year-to-year ELD progress, based on current and previous years of summative assessment results (in concert with other measures of student achievement), to identify EL students who demonstrate the following:

- Readiness to reclassify as English proficient
- Progress in English language development at an appropriate rate
- Stalled progress in English language development

The team carefully identifies possible reasons for students' progress or the lack thereof. Using the results of their analyses, the team determines specific and timely next steps for instructing individual students, as well as appropriate adjustments and additions to program design, professional learning, and the school or district's comprehensive assessment system. In addition, the team ensures that an accountability system is in place to measure the efficacy of these adjustments and additions. Additional guidance on reclassification is provided in chapter 11 of this *ELA/ELD Framework*.

Assessment for Intervention

Screening, diagnostic, and progress-monitoring assessments are discussed in this section. Screening assessments identify students who may have difficulties, diagnostic assessments give specific information about the difficulties, and progress-monitoring assessments provide feedback on whether planned interventions to address difficulties are working. These assessments operate in short or medium cycles.

Universal Screening (Medium Cycle)

Universal screening is a critical first step in identifying students who may be at risk of experiencing difficulty with reading and who may need more instruction. Universal screening consists of brief assessments focused on target skills that are highly predictive of future outcomes (Jenkins 2003).

An expert panel convened by the U.S. Department of Education's Institute of Education Sciences recommended that screening take place at the beginning of each school year in kindergarten through grade two, with a second screening conducted mid-year in kindergarten and grade one (Institute of Education Sciences [IES] 2009).

The panel report recommends that the following target areas should be screened at each grade: Kindergarten screening batteries include measures assessing letter knowledge, phonemic awareness, and expressive and receptive vocabulary. As children move into grade one, screening batteries include measures assessing phonemic awareness, decoding, word identification, and text reading. By the second semester of grade one decoding, word identification, and text reading measures include speed as an outcome. Grade two batteries include measures involving word reading and passage reading. For a reasonably accurate identification of students, the report also recommends the use of two screening measures at each juncture. When schools or districts select screening measures they should carefully examine the technical information available from the publisher's manual (IES 2009).

Universal screening is a critical first step in identifying students who may be at risk of experiencing difficulty with reading and who may need more instruction.

Diagnostic Assessment (Medium Cycle)

While the purpose of diagnostic assessments is to improve student learning, they should not be confused with short-cycle formative assessment. Formative assessment is used to guide ongoing decisions about student learning, whereas diagnostic assessment is used to identify areas where intervention may be needed to improve student learning (Carnegie Council on Advancing Adolescent Literacy 2010).

Poor performance might reflect any one of a number of problems including, but not limited to, struggles with language and literacy. For example, if students are having difficulty understanding grade-level text, they may have short-term memory issues, may not read fluently enough to focus their attention on meaning making, or may not be making connections across phrases and sentences

Formative assessment is used to guide ongoing decisions about student learning, whereas diagnostic assessment is used to identify areas where intervention may be needed to improve student learning.

in the text. Diagnostic assessment is the means by which to identify the precise source(s) of the student's difficulty so that an appropriate intervention can be planned. Timely identification of students' difficulties is essential to ensuring the right intervention is made so students can progress.

Great care should be taken when approaching diagnostic assessment in English for ELs and students who are deaf. For example, an EL at the Emerging level of English language proficiency or a student who is deaf may appear to struggle with reading comprehension when reading a complex text in English. However, it could be that the student has not

had sufficient opportunity to develop the language resources in English (including vocabulary and grammatical structures) or background knowledge needed to apply reading comprehension strategies. With appropriately adjusted instructional support, the students may demonstrate comprehension. Diagnostic assessments administered in English to ELs and students who are deaf need to be interpreted carefully. Teachers should consider possible linguistic and cultural biases of assessments

(see section on technical quality in this chapter), use multiple types of assessments (including, as appropriate, assessments given in the primary language) to gain a comprehensive portrait of a student's learning needs, and compare the student's results to those of her or his peers who are ELs or who are deaf and not just to native English speakers.

... any test that uses language is in part a test of language. Therefore, for ELs and students who are deaf and use American Sign Language, every test written in English—regardless of the content area—is partially a test of their English language proficiency and may not adequately assess their content area knowledge and skills

According to the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], and National Council on Measurement in Education [NCME] 1999), any test that uses language is in part a test of language. Therefore, for ELs and students who are deaf and use American Sign Language, every test written in English—regardless of the content area—is partially a test of their English language proficiency and may not adequately assess their content area knowledge and skills (Abedi 2002). For this reason, it may be beneficial to assess them

in their primary language in order to gain a more complete picture of their strengths and needs. However, it may not be appropriate to use content assessments in the primary language with every EL student. For example, students who are literate or receiving formal instruction in their native language in a content area and who are at lower English language proficiency levels are more likely to benefit from a content assessment in the primary language than those who are not (Pennock-Roman and Rivera, 2011; Bowles and Stansfield 2008; Stansfield and Bowles 2006). Similarly, evaluating emerging bilinguals' writing by looking at their Spanish writing side by side with their English writing can help teachers see how the languages reinforce one another, and provide a more comprehensive view of the students' developing biliteracy (Soltero-Gonzalez, Escamilla, and Hopewell 2012).

A range of assessments is available for diagnosing the source of a student's difficulties, and it is important to ensure the appropriateness of these assessments for diagnostic purposes. (See the section on technical quality in this chapter). Because administering and interpreting some diagnostic assessments requires special training and licensure, when selecting diagnostic assessments it is important to determine if the school has access to professionals who are qualified to administer them. Teachers benefit from working closely with reading specialists who have the necessary specialized knowledge to interpret diagnostic data and provide guidance regarding specific interventions (International Reading Association 2000). It is advantageous for all available professionals (e.g., teacher, reading specialist, and school psychologist) to work together in diagnosing a student's difficulties and planning appropriate interventions (Joseph 2002).

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Progress Monitoring (Short or Medium Cycle)

Progress monitoring (sometimes referred to as curriculum-based measurement or curriculum-based assessment) is the practice of assessing students' academic performance on a regular basis for three purposes: (1) to determine whether students are profiting appropriately from the instructional program, including the curriculum; (2) to create more effective programs for those students who are not benefitting; and (3) to estimate rates of student improvement (National Research Center on Learning Disabilities 2006). To implement progress monitoring, a student's current level of

performance is determined and goals are established for learning for a specific period. The student's academic performance is assessed on a regular basis (see IES 2009 recommendations discussed previously) and progress toward meeting the goal is determined by comparing the actual and expected rates of learning.

In addition to the general screening measures described previously, a system of progress monitoring is recommended in response to intervention (RtI) programs (IES 2009). Although these recommendations are grounded in research related to RtI, they are consistent with the more comprehensive Multi-Tiered System of Supports (MTSS) structure recommended by this *ELA/ELD Framework*. (See chapters 2 and 9.) Based on available evidence, the panel report recommends that progress-monitoring assessments be administered to Tier 2 students at least once each month. For those students who are not making sufficient progress, a Tier 3 intensive intervention should be planned. Progress-monitoring assessments are used in Tier 3 to determine the effectiveness of the intervention (IES 2009).

To implement progress monitoring, a student's current level of performance is determined and goals are established for learning for a specific period.

The National Association of State Directors of Special Education (NASDSE) identified nine essential characteristics of progress monitoring. Recommendations advise that progress monitoring assess marker variables that have been demonstrated to lead to the ultimate instructional target, be sensitive to small increments of growth over time, be administered repeatedly using multiple forms, be administered efficiently over short periods, and result in data that can be summarized in teacher-friendly data displays (NASDSE 2005, 25–26).

If teachers, schools, or districts wish to adopt progress-monitoring assessments, careful attention needs to be paid to the technical quality of any proposed assessments to ensure they are appropriate for the intended purpose. (See the section on technical quality in this chapter.)

Mandated California Assessments

On October 2, 2013, Assembly Bill 484 established the California Assessment of Student Performance and Progress (CAASPP) assessment system, which replaces the Standardized Testing and Reporting (STAR) program. The primary purpose of the CAASPP system is to assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

To ensure the assessments address the full range and depth of the CA CCSS for ELA/Literacy, and the breadth of achievement levels, Smarter Balanced Summative Assessments combine item types, including selected response (multiple-choice items with one or multiple correct responses and two-part items) and constructed response (students write a short text or long essay in response to a prompt).

Beginning in the 2014–2015 school year, student performance in grades three through eight and in grade eleven is assessed by annual summative assessments developed by the Smarter Balanced Assessment Consortium and administered in accordance with CAASPP regulations, CCR Section 855(b)(1) and (2). See figure 8.10. This state law exempts ELs from taking the ELA portion of the SBAC assessment if they have been enrolled in a U.S. school for less than 12 months.

To ensure the assessments address the full range and depth of the CA CCSS for ELA/Literacy, and the breadth of achievement levels, Smarter Balanced Summative Assessments combine item types, including selected response (multiple-choice items with one or multiple correct responses and two-part items)

and constructed response (students write a short text or long essay in response to a prompt). For example, for the third-grade reading standard, *determine the main idea of a text; recount the key details and explain how they support the main idea* (RI.3.2), selected-response items could be used to assess *determine the main idea of a text; recount the key details*, while a constructed-response item could be used to assess *explain how they support the main idea*. A computer-administered assessment, item response types include matching tables, fill-in tables, select or order text or graphics, and drag and drop.

Locally determined measures are used to assess the achievement of students in kindergarten through second grade and to assess reading standards for foundational skills for kindergarten through

In addition, Smarter Balanced has a digital library of formative practices and tools for teachers' use. These tools include model units and lessons with embedded formative assessment strategies for teacher use.

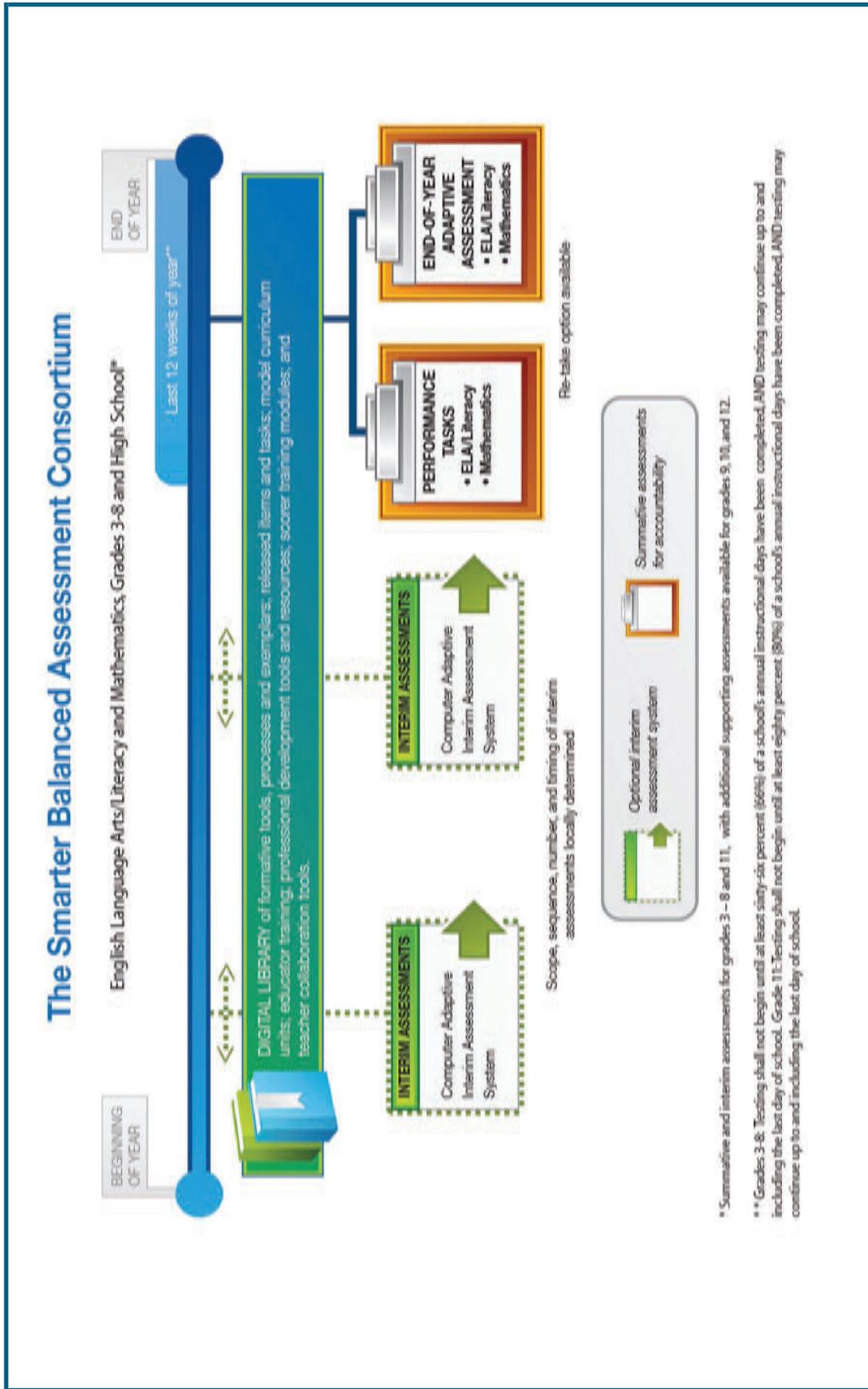
grade five that are critical to every student's success in reading. The foundational skills are assessed intensively at kindergarten through grade two and then strategically at grade levels above grade two. In selecting appropriate assessments for these purposes, school district leaders need to refer to the section on the technical quality of assessments in this chapter to ensure that the assessments used are appropriate for their intended purposes.

Optional interim assessments developed by the Smarter Balanced Assessment Consortium are also available to be administered at locally determined intervals. The interim assessments are reported on the same scale as

the year-end assessments and permit teachers to assess either clusters of standards (referred to as Interim Assessment Blocks) or the full range of the CA CCSS for ELA/Literacy (referred to as Interim Comprehensive Assessments). In addition, Smarter Balanced has a digital library of formative practices and tools for teachers' use. These tools include model units and lessons with embedded formative assessment strategies for teacher use.

The Smarter Balanced Summative and Interim Assessments are computer adaptive tests and include performance tasks. These are described in more detail in figure 8.10.

Figure 8.10. Smarter Balanced Assessment Consortium System



Source

K-12 Center at Educational Testing Service. 2014. "The Smarter Balanced Assessment Consortium." Diagram created by Educational Testing Service.

Computer Adaptive Tests

Computer-adaptive tests (CAT) tailor an assessment to individual students by presenting items based on a student's performance or responses to previous items in the test (Smarter Balanced 2013a). The Smarter Balanced Summative Assessments use CAT technology. The CAT assessment "engine" begins by delivering a short series of moderately difficult grade-level test items to the student, and then, depending on the student's initial performance, delivers items that are either more or less difficult. This process continues until the student's level of proficiency is determined (Smarter Balanced 2013a). For example, if a student has performed well on prior items, then more difficult items are given thereafter, but if a student has performed poorly on prior items, then easier items are presented. By matching the difficulty of new items more closely with a student's demonstrated level of performance, fewer items are needed. Some of the competencies assessed by CAT items include students' ability to use evidence to support their analyses (e.g., claims, conclusions, inferences) from reading different levels of text and their ability to edit and revise writing samples of different levels of complexity.

Because the test is administered by computer, it is critical that students develop the necessary technology skills, such as keyboarding, manipulating a mouse, and using pull-down menus, and that students have ample experience with the devices they are to use during the Smarter Balanced Summative Assessments.

Performance Tasks

Performance tasks provide opportunities for students to demonstrate learning in ways that "emulate the context or conditions in which the intended knowledge and skills are actually applied" (AERA, APA, and NCME 1999, 137). They can take the form of demonstrations, oral performances, investigations, and written products (Lane 2013). Performance assessments provide better possibilities to measure complex skills and communication, important competencies, and disciplinary knowledge needed in today's society (Palm 2008) and important learning goals that cannot be easily assessed with other formats (Resnick and Resnick 1992).

The performance tasks included in the Smarter Balanced Summative Assessments emphasize deep knowledge of core concepts and ideas, analysis, synthesis, communication, and critical thinking. They include several connected assessment items and may require more than one class period to complete. For example, to assess writing standards a performance task may ask students to write a full composition involving planning and revision in response to students' reading and analysis of multiple and varied texts. Similarly, performance tasks are used to assess grade 6–12 reading and writing standards for literacy in history/social studies, science, and technical subjects. For instance, short research projects that involve applying research and inquiry as well as a demonstration of many 21st century skills to produce a range of products (e.g., script for a presentation, multimedia presentation, public service announcement) are assessed with end-of-year performance tasks. Other constructed-response tasks include asking students to respond to a question about a passage they have read and use details from the text to support their answer, to write an ending to a story by adding details to tell what happens next, revising a paragraph by adding details to support an argument, and highlighting parts of a text that provide evidence to support a core idea of the text.

Performance assessments provide better possibilities to measure complex skills and communication, important competencies, and disciplinary knowledge needed in today's society and important learning goals that cannot be easily assessed with other formats.

Assessments for Students with Significant Cognitive Disabilities

The CCSS for ELA/Literacy are for every student, including students with significant cognitive disabilities. All students with disabilities participate in statewide assessments, with the exception of students who cannot achieve at or near grade level as identified by the members of the IEP team.

All students with disabilities participate in statewide assessments, with the exception of students who cannot achieve at or near grade level as identified by the members of the IEP team. These students present the most significant cognitive disabilities and make up approximately one percent of the population.

These students present the most significant cognitive disabilities and make up approximately one percent of the population. They require substantial supports provided in connection with an alternative assessment. These supports allow identified students to have meaningful access to certain standards and assessment experiences as appropriate to their academic and functional needs. On October 1, 2012, California joined the National Center and State Collaborative (NCSC). The NCSC is currently developing several resources to support students with significant cognitive disabilities, including professional learning modules, curriculum models, instructional materials, alternate achievement standards, and a multi-state comprehensive assessment system. The long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary

options. The NCSC is intended to be a standards-aligned assessment and is targeted to replace the previous alternate performance-based assessment known as the California Alternate Performance Assessment (CAPA). For more information, contact the California Department of Education Common Core Resources for Special Education Web site <http://www.cde.ca.gov/sp/se/cc/>.

Biliteracy Assessment

When instruction is provided in English and in an additional language in alternative bilingual or dual language programs, classroom assessment for academic and language development progress in both languages is necessary. Such assessments should be designed according to the same principles and recommendations articulated throughout this *ELA/ELD Framework* and in this chapter both for ELs and for students whose primary language is English. Frequently and closely monitoring students' progress, assessing in both languages used for instruction, and interpreting assessment results in accordance with the research on effective bilingual education practices help ensure that students make steady and consistent progress toward full biliteracy and academic achievement in both languages. (English learners who have been enrolled in a U.S. school for less than 12 months do not to take the ELA portion of the Smarter Balanced Summative Assessments.)

When instruction is provided in English and in an additional language in alternative bilingual or dual language programs, classroom assessment for academic and language development progress in both languages is necessary.

English Language Proficiency Assessments

The English Language Proficiency Assessments for California (ELPAC), which will be aligned to the CA ELD Standards adopted in 2012, is being developed to replace the California English Language Development Test (CELDT). The CELDT will be administered as usual until the ELPAC is fully operational.

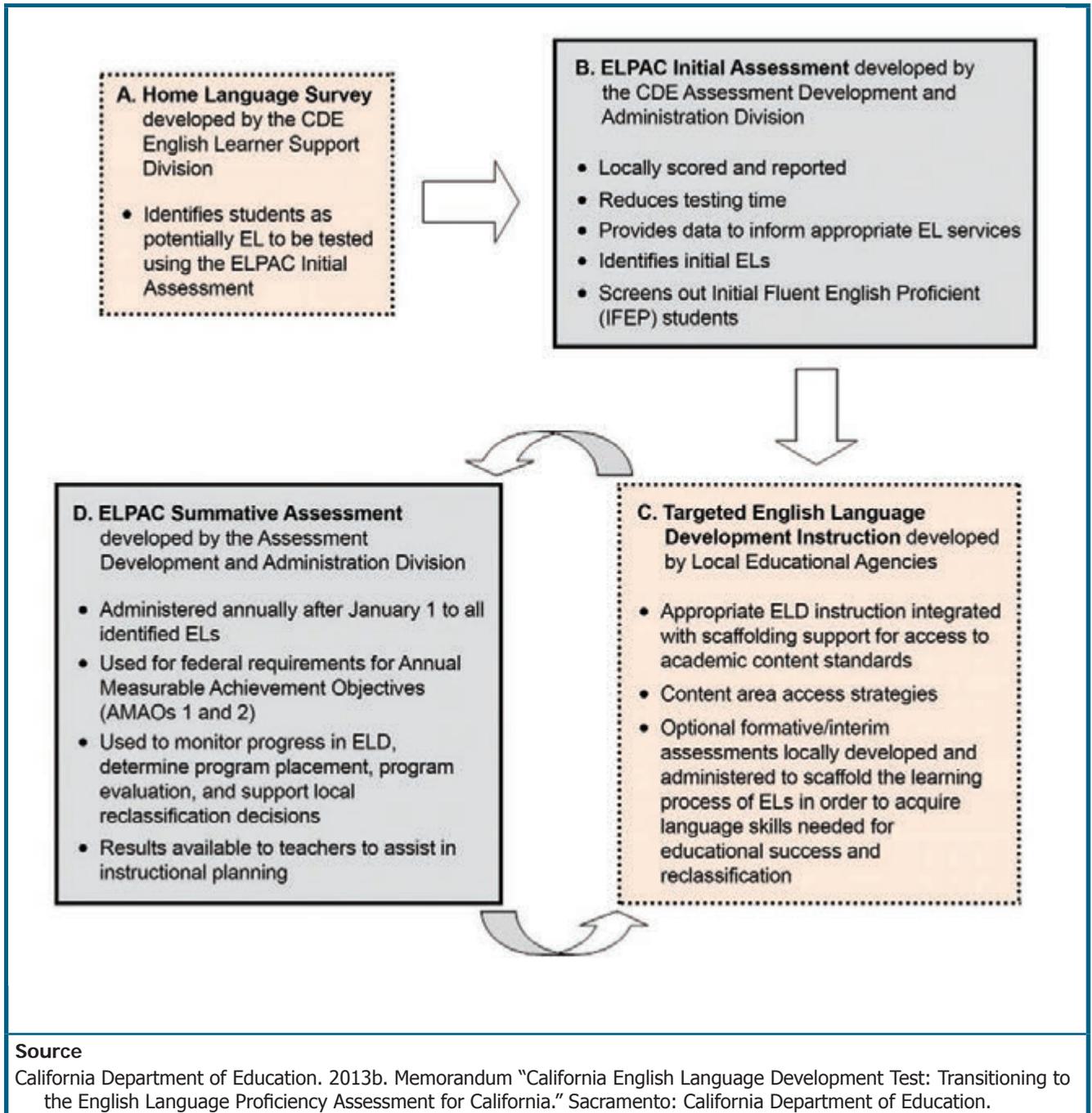
The ELPAC will consist of two separate assessments: an initial assessment and a summative assessment. A summary of the identification and assessment process for ELs follows:

- **Home Language Survey (HLS):** School districts will continue to employ an HLS as the first step in identifying students whose primary language is not English. The HLS indicates if a student speaks a language other than English at home sometimes or all of the time. The HLS helps to determine which students are potentially EL and triggers the requirement to administer the ELPAC Initial Assessment to confirm EL classification.
- **ELPAC Initial Assessment (Initial):** The Initial will be used by school districts to determine whether a student is an EL. It will be scored at the local level by qualified ELPAC examiners, resulting in a quicker turnaround of test results and timelier determination of EL classification and placement of students in appropriate instructional programs.
- **ELPAC Summative Assessment (Summative):** ELPAC examiners will annually administer the Summative to all identified ELs during a four-month period after January 1 as determined by the State Superintendent with the approval of the State Board of Education. The results will be used to determine ELs' annual progress in learning English for federal accountability purposes. The results may also be used by school districts to evaluate the effectiveness of their ELD programs, curricular resources, and instruction.

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The ELPAC conceptual model (figure 8.11 below) highlights the process for using the HLS, the Initial, and the annual Summative. Boxes A and C have dotted borders to indicate local activities, and Boxes B and D have solid borders to indicate them as integral components of the state assessment system.

Figure 8.11. ELPAC Conceptual Model



Technical Quality of Assessments

When considering the use of assessments to determine student achievement of the CA CCSS for ELA/Literacy and the CA ELD Standards, it is important to keep in mind the purpose for which a given assessment is intended. If an assessment does not permit proper inferences and provide accurate information for the specific decision-making purpose, its use may constitute misuse (Herman, Aschbacher, and Winters 1992).

This section elaborates the intended purpose of assessment. It is particularly important to refer to this section when selecting assessments other than California mandated assessments (e.g., Smarter Balanced Summative Assessments) whose technical quality are established through rigorous studies.

Elements of Technical Quality

The idea of the *technical quality* of assessment refers the accuracy of information yielded by assessments and the appropriateness of the assessments for their intended purposes. There are three important elements related to the technical quality of assessments: validity, reliability, and freedom from bias (AERA, APA, and NCME 1999). Each element is described here, and figure 8.12, which summarizes the key points for each, is included at the end of this section.

Validity

Validity is the overarching concept that defines quality in educational measurement. It is the extent to which an assessment permits appropriate inferences about student learning and contributes to the adequacy and appropriateness of using assessment results for specific decision-making purposes

No assessment is valid for all purposes. While people often refer to the validity of a test, it is more correct to refer to the validity of the inferences or interpretations that can be made from the results of a test.

(Herman, Heritage, and Goldschmidt 2011). No assessment is valid for all purposes. While people often refer to the validity of a test, it is more correct to refer to the validity of the inferences or interpretations that can be made from the results of a test. Validity is basically a matter of degree; based on its purpose, an assessment can have high, moderate or low validity. For example, a diagnostic reading test might have a high degree of validity for identifying the type of decoding problems a student is having, a moderate degree for diagnosing comprehension problems, a low degree for identifying vocabulary knowledge difficulties, and no validity for diagnosing writing conventions difficulties.

Similarly, annual assessments at the end of sixth grade have a high degree of validity for assessing achievement of standards for those students but no validity for assessing the achievement of the incoming group of sixth graders.

For an assessment to be valid for the intended purpose, there should be evidence that it does, in fact, assess what it purports to assess. Test publisher manuals should include information about the types of validity evidence that have been collected to support the intended uses specified for the assessment.

Reliability

Reliability refers to how consistently an assessment measures what it is intended to measure (Linn and Miller 2005). If an assessment is reliable, the results should be replicable. For instance, changes in the time of administration, day and time of scoring, who scores the assessment, and the sample of assessment items should not create inconsistencies in results.

Reliability is important because it is a necessary adjunct of assessment validity (Linn and Miller 2005). If assessment results are not consistent, then it is reasonable to conclude that the results do not accurately measure what the assessment is purported to measure. A general rule of thumb for reliability is that the more items on an assessment the higher the reliability. Reliability is assessed primarily with

Reliability refers to how consistently an assessment measures what it is intended to measure. If an assessment is reliable, the results should be replicable.

statistical indices. Publishers' manuals should provide information about the reliability evidence for an assessment and the relevant statistical indices.

A variety of factors can influence the reliability of an assessment. For example, if a test is administered in an extremely hot or noisy room, students may not be able to complete the test to the best of their ability. If students are asked to provide an oral presentation when the instructions or expectations have not been made clear, this affects the reliability of the performance assessment. A number of other factors, including students' health, level of stress, and motivation can affect the reliability of an assessment. Teachers should use their judgment in interpreting assessment results when they suspect students are not able to perform to the best of their abilities. It is equally important for teachers to understand that a test or performance assessment may be reliable but not valid. For example, a student may consistently do well on an assessment, but the assessment may not be measuring what it claims to measure.

Bias arises from tests that favor students of a particular gender, ethnicity, cultural background, geographic location, disability, or primary language. An assessment that is free from bias produces the same scores for students of the same attainment level, irrespective of their demographic subgroup.

Freedom from Bias

Bias can occur in test design or the way results are interpreted and used. Bias systematically disadvantages a student or group of students so that the students are unable to accurately show what they know and can do with respect to the content of the assessment. As a result, the assessment results may underestimate the students' achievement or reflect abilities that are not related to the assessment's content (Abedi and Lord 2001). Bias arises from tests that favor students of a particular gender, ethnicity, cultural background, geographic location, disability, or primary language. An assessment that is free from bias produces the same scores for students of the same attainment level, irrespective of their demographic subgroup.

Popham (1995) identifies two forms of bias: offensiveness and unfair penalization. Offensiveness occurs when the content of an assessment offends, upsets, or distresses particular subgroups, thus negatively influencing the test performance of these students. Items that present stereotypes of girls, boys, or particular cultures, or that portray certain groups as inferior, could adversely affect certain students' performance.

Unfair penalization occurs when the test content makes the test more difficult for some students than for others. Bias may occur, for example, if a test includes vocabulary that is unfamiliar to students because of their culture or geographic location. Bias may also occur if the test contains images that are more familiar to one group than another, or demands language skills beyond those of the targeted students. For example, if a reading assessment contains vocabulary related to rural life, then inner city students are potentially more disadvantaged than rural students. In addition, bias occurs when assessments that are based on letter-sound principles are used with students who do not have access to the sounds of language (i.e., students who are deaf or hard of hearing).

Assessment developers typically go to great lengths to make sure assessment items are not biased. Examine the publisher's manual for evidence that item reviews to guard against bias have been conducted.

Validity, reliability, and freedom from bias are all necessary conditions for assessment. They are not interchangeable (Linn and Miller 2005). For example, an assessment may offer consistent results (high reliability) without measuring what was targeted (low validity); and conversely a measurement with all the hallmarks of validity may not have high reliability. The key points of technical quality are summarized in figure 8.12.

Figure 8.12. Key Points in Technical Quality of Assessments: Long- and Medium-Cycle Assessments

Technical Quality	Key Points
Validity	<ul style="list-style-type: none"> • Assessments need to be valid for the intended purpose • The extent to which the information the assessment provides is accurate, adequate, and appropriate for a specific decision-making purpose • While people often refer to the “validity of a test,” it is more correct to refer to the validity of the <i>interpretations</i> that can be made from the results of a test • No test is valid for all purposes
Reliability	<ul style="list-style-type: none"> • Consistency of the test results, repeatedly and over time • Results of a test are reliable if they are replicable (despite changes in test administration and scoring, e.g., time of administration or who scores a test) • Reliability is important because it is a necessary, but not sufficient, condition for validity. If assessment results are not consistent, then it is reasonable to conclude that the scores do not accurately measure what the test is intended to measure
Freedom from Bias	<ul style="list-style-type: none"> • Information or condition in an assessment that unfairly disadvantages a student or groups from showing their knowledge in the content • An assessment free from bias produces same scores for students at the same attainment level, despite students’ demographics (e.g., gender, ethnicity, primary language) • Two forms of bias: (1) offensiveness – content offends or upsets particular subgroups, (2) unfair penalization – content more difficult for some students than others

In the next section, the ideas of validity, reliability, and bias are considered in the context of formative assessment practice.

Technical Quality and Formative Assessment

In formative assessment, the evidence generated by a variety of means is intended to provide information about students’ learning progress in relation to specific learning goals (i.e., for a lesson) and to be used to inform immediate decisions about next steps in teaching and learning. Just as alignment to goals is important for annual and interim assessments, so it is for formative assessment. Teachers need to be clear about the specific learning goals (what students will learn, *not* what they will do) and what a successful performance entails. For example, learning goals for third-grade readers might be to (1) understand that the main idea is the author’s message about a topic, minus all the details; and (2) determine the main idea of a text. The performances of understanding and skills for these goals would be for the students to (1) explain the main idea of a text, (2) locate where the author directly expresses the main idea (message) in text, and (3) explain how the important details describe the main idea. The teacher aligns her evidence gathering strategies with the goals and performance criteria.

For assessment to be formative it must be both timely and produce information that can inform teaching practice during its ongoing course (Erickson 2007). For this reason, the immediate or proximate timing of evidence is a key component of formative assessment validity. In addition, for formative assessment to be valid the resulting information must yield substantive insights into students’ current learning status that can be used in subsequent pedagogical action (Heritage 2013).

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An important point about validity in formative assessment concerns the consequences of assessment use. Because action resulting from the use of formative assessment evidence is intended to produce benefits to student learning, consequences represent an important component of the validity of such assessment. Even if assessments are formative in intention they are not so in practice if they do not generate further learning (Stobart 2006; William and Black 1996).

Reliability for classroom formative assessment takes a very different form because errors in instructional decisions can be rectified quickly by gathering more evidence of learning (Shepard 2001). Reliability in relation to instructional decisions can be thought of as “sufficiency of information” (Smith 2003, 30). In other words, teachers have to be confident that they have enough information about a student’s learning to make a

reasonable judgment about the current status of that learning. This idea of sufficiency of information for reliability argues for multiple sources of evidence before a teacher makes an instructional decision. The wider the range of information, and the more frequently the information is collected, the more accurately learning can be inferred (Griffin, and others 2010). In practical terms, this might mean that before making a judgment about student learning on specific features of language, a teacher has evidence from students’ oral language production, from a quick-write, and from a text that has been underlined by students to identify the specific language feature in question. The more this kind of evidence is gathered in the context of everyday learning tasks, the less time is taken away from instruction and the more reliable the evidence gathered about a student’s learning is (Linn and Baker 1996).

Because reading, writing, speaking, and listening skills do not develop in lockstep across all students, formative assessment is inevitably personalized and teachers need to employ strategies that tap into individual’s knowledge and skills. Whatever evidence sources a teacher selects, they should account for the range of students present in the class so that all students have the opportunity to show where they are in their learning and have the prospect of moving forward from their current status. For example, well-designed questions and tasks that are sufficiently open-ended give all students the opportunity to reveal their learning. Similarly, formative assessment should not include any elements that would prevent some students from showing where they are relative to goals. These key points regarding technical quality in formative assessment are summarized in figure 8.13.

... teachers have to be confident that they have enough information about a student’s learning to make a reasonable judgment about the current status of that learning. This idea of sufficiency of information for reliability argues for multiple sources of evidence before a teacher makes an instructional decision.

Figure 8.13. Key Points in Technical Quality of Assessments: Short-Cycle Formative Assessment

- Evidence gathered by the teacher is aligned to specific student learning goals derived from standards
- Evidence gathered is timely and contains information that can inform teaching
- Validity of formative assessment mainly lies in the use of evidence: information gathered yields substantive insights to students' current learning status that will be used for pedagogical action in order to move students toward achieving learning goals
- Reliability pertains to gathering enough information (e.g., multiple sources) about student learning in order to make a reasonable, accurate judgment for subsequent instructional decisions
- To ensure freedom from bias, evidence gathering is personalized to students so all students have the opportunity to show where they are in their learning and have the prospect of moving forward from their current learning status.

Conclusion

Skilled use of assessment tools and processes is critical for ensuring students' achievement of the CA CCSS for ELA/Literacy and the CA ELD Standards. Only when teachers and leaders have a range of accurate information about student learning are they in a position to make decisions that advance learning. Key to informing the decisions educators need to make is a balanced and comprehensive system of assessment that provides different levels of detail for different decision-making purposes. Within such an assessment system, districts and school personnel need to strike the right balance in terms of the range of available assessments to teachers from the state or district, to those adopted by individual schools, to assessments embedded in curriculum materials, to ongoing day-by-day formative assessment practices that teachers engage in during instruction.

Assessment operates in the service of learning and involves careful consideration of the decisions that teachers need to make, when during the school year they need to make them to ensure student progress, and the assessment tools and processes they need to inform their decision-making. In combination with the right assessments for the right purposes, teachers' skillful use of assessment to support learning is critical to ensure that students in California meet the ambitious language and literacy standards that have been set forth.

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Access and Equity

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Introduction

Among the core principles guiding the development of this *ELA/ELD Framework* is that **schooling should help all students achieve their highest potential**. To accomplish this, students need to be provided equitable access to all areas of the curricula; appropriate high-quality instruction that addresses their needs and maximally advances their skills and knowledge; up-to-date and relevant resources; and settings that are physically and psychologically safe, respectful, and intellectually stimulating. All students should be supported to achieve the goals indicated in the outer ring in figure 9.1 and in the context displayed in the white field of the figure. (See the introduction and chapter 2 in this *ELA/ELD Framework* for discussions.)

Figure 9.1. Circles of Implementation of ELA/Literacy and ELD Instruction



The United States Department of Education highlights the need to strive for equity in U.S. schools:

All students—regardless of circumstance—deserve a world-class education. To ensure that America regains its status as the best-educated, most competitive workforce in the world with the highest proportion of college graduates of any country, we must close the pervasive achievement and attainment gaps that exist throughout the nation. Yet, far too often, the quality of a child’s education and learning environment, and opportunities to succeed are determined by his or her race, ethnicity, national origin, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, and/or ZIP code . . . Moreover, too many students feel unsafe or unwelcome at school because they are (or are perceived as) different from other students. All students should have an equal opportunity to learn and excel in a safe and supportive environment. Because inequities at all levels of education still exist, educational equity is the **civil rights issue of our generation**. (U.S. Department of Education Strategic Plan for Fiscal Years 2011–2014, 39–40.)

The state of California recognizes its deep responsibility to ensure that each and every student receives a world-class 21st century education, one that supports the achievement of their highest potential. In order to accomplish this goal, it is important to continuously strive for equity in all classrooms, schools, and districts. It is equally important to acknowledge that inequities exist in current educational systems. Analyses of data have revealed persistent academic achievement gaps for students of color, students with disabilities, and students living in poverty. Current evidence also indicates that some groups of students experience a low level of safety and acceptance in schools for reasons including cultural, ethnic, and linguistic background; disability; sexual orientation; economic status; and other factors. Some students have limited access to well-prepared teachers and other educational resources. Recognizing the specific inequities that exist helps educators and communities to purposefully and strategically take action to strive for true educational equity for all learners.

The state of California recognizes its deep responsibility to ensure that each and every student receives a world-class 21st century education, one that supports the achievement of their highest potential.

This chapter is divided into three major sections. The first section provides information about California's diverse student population and includes recommendations for attending to specific educational needs. The second major section discusses planning for meeting the needs of diverse learners at the classroom and school/district levels. The final section offers research-based instructional practices for supporting students who are experiencing difficulty reading.

California's Diversity

California's students demonstrate a wide variety of skills, abilities, and interests as well as varying proficiency in English and other languages. They come from diverse cultural, linguistic, ethnic, and religious backgrounds, have different experiences, and live in various familial and socioeconomic circumstances. The greater the variation of the student population, the richer the learning opportunities for all and the more assets upon which teachers may draw. At the same time, the teachers' work is more complex as they strive to provide high-quality curricula and instruction that is sensitive and attentive to the needs of individuals. In such complex settings, the notion of **shared responsibility** is particularly crucial. Teachers need the support of one another, administrators, specialists, and the community in order to best serve all students.

The greater the variation of the student population, the richer the learning opportunities for all and the more assets upon which teachers may draw.

Several populations of learners are discussed in this section. With over sixty languages other than English spoken by California's students; the rich tapestry of cultural, ethnic, and religious heritages students enjoy; and the range of skill acquisition, physical abilities, and circumstances that impact students' lives and learning, it is beyond the scope of this framework to discuss all aspects of California's diverse student population. Highlighted are some groups of students for whom it is especially important to acknowledge and value the resources they bring to school. These groups are also addressed to underscore the need for schools to make the shifts necessary to ensure educational access and equity

for all students. Though presented separately, **these populations are not mutually exclusive**; many students may be members of multiple groups. Furthermore, it is important that, while teachers inform themselves about particular aspects of their students' backgrounds, **each population is a heterogeneous group**. Therefore, teachers should know their students as **individuals**.

Standard English Learners

Standard English learners (SELs) are native speakers of English who are ethnic minority students (e.g., African American, American Indian,¹ Southeast Asian American, Mexican American, Native Pacific Islander) and whose mastery of the standard English language privileged in schools is limited because they use an ethnic-specific *nonstandard* dialect of English in their homes and communities and use standard English (SE) in limited ways in those communities² (LeMbine 1999; Okoye-Johnson 2011)³. The term *standard English* is used to identify one variety of English among many. The American Heritage Dictionary defines standard English as “The variety of English that is generally acknowledged as the model for the speech and writing of educated speakers, especially when contrasted with speech varieties that are limited to or characteristic of a certain region or social group” (American Heritage Dictionary of the English Language). However, it is important to note that there is no universal definition for SE, perhaps because SE is “highly elastic and variable” with “inconvenient ambiguities that are inherent in the term” (American Heritage Dictionary of the English Language).

From a linguistic perspective, the ethnic-specific dialects of English that SELs from different communities use is equally legitimate as—and not subordinate to—standard English. Therefore, the dialects of English that SELs use should not be viewed as *improper* or *incorrect* English, and teachers should acknowledge them as valid and valuable varieties of English useful for interacting with home communities, as well as in the classroom. Multiple studies have demonstrated that not all ways of using English are equally valued in school (Heath 1986; Michaels 1986; Williams 1999; Zentella 1997) and that SE is *privileged*, meaning that it is the expected way of using English in academic settings.

... the dialects of English that SELs use should not be viewed as improper or incorrect English, and teachers should acknowledge them as valid and valuable varieties of English useful for interacting with home communities, as well as in the classroom.

Learning to use a language involves acquiring the social and cultural norms, procedures for interpretation, and forms of reasoning particular to discourse communities (Watson-Gegeo 1988). Because there are differences between the varieties of English that SELs use in their home communities and SE, SELs may experience difficulties in successfully participating in school if their teachers do not actively support them to develop SE, and more specifically, academic English.

Teachers have particular and often unconscious expectations about how children should structure their oral language, and these expectations are not always transparent to students (Michaels 1986). Schleppegrell (2012, 412) notes the following.

... it is important that, while teachers inform themselves about particular aspects of their students' backgrounds, **each population is a heterogeneous group.** Therefore, teachers should know their students as **individuals.**

1 Other terms used include Native American and First Nations. The recommended approach is to refer to the tribe if that information is known.

2 Some researchers have also identified as SELs students who are not ethnic minorities but who experience intergenerational poverty and therefore have not had opportunities to develop SE in their home and community environments.

3 An alternate definition of SELs is: “Standard English Learners (SELs) are those students for whom Standard English is not native and whose home language differs in structure and form from Standard and academic English” (Los Angeles Unified School District English Learner Master Plan, 2012).

This is a complex problem, because teachers are often not aware of their implicit expectations for the ways children will use language in a particular context; they may judge a child as disorganized or unable to engage in a task effectively when instead the issue is a difference in what the child and teacher recognize the task to be or in how the child and teacher expect the task to be accomplished through language.

Teachers have particular and often unconscious expectations about how children should structure their oral language, and these expectations are not always transparent to students.

The expectations for language use in school are often subtle. In a study focusing on language use by different socio-economic groups, Williams (1999) found that both working-class and middle-class parents in the study read to their children in highly interactive ways in an effort to prepare them for schooling. However, the nuanced ways in which these two groups interacted through language around the texts favored middle-class families because those nuances, such as prompting for elaboration, matched school interactions around texts. Williams argues that teachers

should both value the language students bring to school and also make the linguistic features of school language, or SE, explicit to students in order to provide them with extended linguistic resources they can draw upon, as appropriate for the social context (Spycher 2007).

There are many benefits associated with building understandings of nonstandard varieties of English as assets and, as Labov (1972, 15) noted, refuting misconceptions “that any nonstandard vernacular is itself an obstacle to learning. The chief problem is ignorance of language on the part of all concerned.” Nonstandard varieties of English are, in fact, systematic and rule-governed dialects rather than *ungrammatical* or *improper English*. Instead of taking a subtractive approach, teachers should give clear messages that nonstandard varieties of English that students may speak or hear in their home communities are equally as valid as standard English. In support of this *additive* approach to language, the Conference on College Composition and Communication, a division of National Council of Teachers of English, adopted a resolution on Students’ Rights to Their Own Language (<http://www.ncte.org/library/NCTEFiles/Groups/CCCC/NewSRTOL.pdf>). The resolution, which was adopted in 1974 and reaffirmed in 2003, is as follows:

We affirm the students’ right to their own patterns and varieties of language—the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity.

The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language.

Instead of taking a subtractive approach, teachers should give clear messages that nonstandard varieties of English that students may speak or hear in their home communities are equally as valid as standard English.

The next section focuses specifically on two of many dialects of English used by SELs and by proficient users of SE as a sign of solidarity with their communities: African American English (AAE) and Chicana/Chicano English (CE). Although AAE and CE speakers are highlighted here, recommendations for understanding and appreciating language diversity and approaching the learning of SE apply to all groups of SELs. See also the section on culturally and linguistically relevant teaching elsewhere in this chapter.

African American English Speakers

Some African Americans speak African American English (AAE), also termed African American Vernacular English (AAVE), African American language, Black English Vernacular, Black Language, Black Dialect, or U.S. Ebonics (Chisholm and Godley 2011; Perry and Delpit 1998). African American English may be spoken by SELs and by proficient SE speakers alike. For proficient users of SE, choosing to use AAE is often a sign of affiliation and solidarity with one's community and/or family. African American English speakers who are able to *code-switch* can flexibly shift the variety of English they use, adjusting it to the expectations of particular discourse communities (e.g., work, school, family, peers). Like all other natural linguistic systems, AAE is governed by consistent linguistic rules and has evolved in particular ways based on historical and cultural factors. African American English is fully capable of serving all of the intellectual and social needs of its speakers (Trumbull and Pacheco 2005). In a review of the research on AAE, Trumbull and Pacheco (2005, 38) report the following:

Black Language has multiple forms—oral and written, formal and informal, vernacular and literary (Perry, 1998). Its forms and uses derive from its heritage of West African and Niger-Congo languages (Nichols, 1981; O'Neil, 1998). Black Language has been influenced not only by African languages but also by the social circumstances surrounding the histories of African Americans in the United States. Words and phrases have been coined in order to keep some things private from the dominant white culture (particularly during the time of slavery). For example, railroad terms were used in reference to the Underground Railroad, the system that helped runaway slaves to freedom: Conductor referred to a person who helped the slave and station to a safe hiding place (World Book Online, 2003). The oratorical devices (e.g., rhythm, rhyme, metaphor, repetition) used by African American preachers are distinctive elements of Black Language (Perry, 1998). Many discourse conventions distinguish Black Language, including particular structures for storytelling or narrative writing (Ball, 1997; Heath, 1983; Michaels & Cazden, 1986) or argumentation (Kochman, 1989).

Like all other natural linguistic systems, AAE is governed by consistent linguistic rules and has evolved in particular ways based on historical and cultural factors.

Since AAE has erroneously been considered by some teachers to be ungrammatical or illogical, some of these teachers may view their students who use AAE as less capable than SE speakers (Chisholm and Godley 2011). These assumptions, often made unconsciously, are unfounded since

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linguists have shown that all languages have different dialects that are logical and grammatical (Labov 1972; Adger, Wolfram, and Christian 2007). While these assumptions are clearly unsupported, they are no less damaging to students (Flemister-White 2009).

Delpit (in an interview with Goldstein, 2012) has questioned research that fails to recognize cultural and dialect differences and that positions low-income African American children as individuals with "language deficits." Some literacy research, for example, has suggested that low-income African American children have smaller vocabularies than children from higher socio-economic backgrounds. However, differences in the ways different cultural and ethnic groups use language may be invisible to teachers. Delpit points out that many preschool low-income African American children may know terms that are different from those SE

terms valued in school and therefore may be unfamiliar to many teachers and language researchers. She contends that, “(g)ranted, they may not be words that would be validated in school, but it may be the case that children’s vocabularies are greater than we anticipate The problem is that it is not viewed as intelligent but as evidence of deprivation. It should be looked at as the intelligence of a child learning from his or her environment in the same way a child from a college-educated family would” (Delpit in Goldstein, 2012).

Overcorrecting AAE speakers’ dialect-influenced pronunciation and grammar while students are reading aloud (e.g., “Yesterday, I wash my bruvver close”) inhibits reading development in multiple ways, not least of which is that it “blocks children’s understanding that reading is essentially a meaning-making process” and leads children to think that reading is about pronunciation and not comprehension (Delpit 2006, 59). A more accurate perspective and productive approach would be to view AAE as a cultural and linguistic resource rather than a dialect subordinate or inferior to SE. Like all cultural and linguistic resources, AAE is intimately linked to group identity, empowerment, and positive self-image. This is not to say that teachers should never correct pronunciation or teach students about SE. Rather, corrective feedback is used judiciously, purposefully, and respectfully.

Pedagogical approaches that support students to become *bidialectal*, or proficient users of both SE and AAE (and other dialects of English), are those practices that explicitly acknowledge the value and linguistic features of AAE, build on students’ knowledge of AAE to improve their learning opportunities, and ensure that students develop the linguistic resources necessary to meet the expectations of school contexts (Chisholm and Godley 2011; Delpit 2006; Hill 2009; Thompson 2010). These approaches to raising dialect awareness include attention to positive and negative stereotypes associated with the use of SE and AAE, the relationship between language and identity, and language status.

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Chisholm and Godley (2011) demonstrate that instructional approaches that counter widespread beliefs about language variation and encourage students to critique these beliefs, as well as research their own language use, promote substantial student learning about dialects, identity, and power. They suggest that “teachers and students often do not question linguistically erroneous yet publicly taken-for-granted beliefs about language and dialects unless language instruction explicitly guides them to do so” (435). Instructional approaches aimed at raising student awareness about language variation require teachers to think critically about their own beliefs and attitudes regarding the use of nonstandard varieties of English inside and outside of the classroom. (See the discussion on culturally and linguistically responsive teaching elsewhere in this chapter for more details.)

Chicana/Chicano English Speakers

Linguists describe CE as a contact dialect because it developed independently after a period of time and began to distinguish itself from the interlanguage of ELs.

Some Mexican Americans and other Latinas/Latinos who live in predominantly bilingual social settings may speak Chicana/Chicano English. Chicana/Chicano English (CE) has been described as a nonstandard variety of English, influenced by contact with Spanish, and spoken as a native dialect of English (Fought 2003). Linguists describe CE as a *contact dialect* because it developed independently after a period of time and distinguished itself from the interlanguage of ELs. In many ways, CE represents the linguistic history of Mexican American and other Latina/Latino people as the dialect emerged from a linguistic setting in which Spanish and English were in contact.

It is important to underscore *language varieties* (e.g., varieties of English) as a common phenomenon that naturally occurs when languages come into contact with one another over a long period of time.

Fought (2003, 14) describes how the interlanguage of ELs acted as a precursor to the generational development of CE:

However, particularly within the phonological component, the various non-native English patterns of the immigrants were inherited by their children, modified somewhat, and can still be seen in the new (native) dialect. To a lesser degree, there may be syntactic and semantic elements that also reflect the influence of Spanish. Chicano English now has independent phonological and syntactic norms of its own. It is important to reiterate the inaccuracy of the idea that Chicano English is simply English influenced by Spanish.

Chicana/Chicano English is sometimes erroneously considered ungrammatical, an accent, or simply English influenced by Spanish. However, as is the case with AAE, CE is an independent, systematic, and rule-governed language variety that bilingual and/or bidialectal people choose to use based on the context in which they find themselves (LAUSD EL Master Plan 2012). Santa Ana (1991, 15) discusses the importance of utilizing the term *Chicano* to refer to this language variety:

Chicano English is an ethnic dialect that children acquire as they acquire English in the barrio or other ethnic social setting during their language acquisition period. Chicano English is to be distinguished from the English of second-language learners . . . Thus defined, Chicano English is spoken only by native English speakers.

Some CE speakers may have a high level of language proficiency in Spanish, depending on their family and life history. However, many CE speakers in California are monolingual English speakers, and CE may be the first and only variety of English they are exposed to in childhood. Some bilingual speakers of CE may have limited proficiency in Spanish and be English-dominant. They may be able to understand some spoken Spanish, and they may also have some Spanish language skills such as commands, certain vocabulary terms (especially “taboo” terms), and basic social Spanish (Fought 2003). Other speakers of CE are fully bilingual or multilingual.

Chicana/Chicano English is a sociolinguistic *asset* and not something in need of eliminating or *fixing*. It should be noted that Chicana/Chicano literature for children and youth—in both English and Spanish—has

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greatly expanded over the past thirty years (Barrera and Garza de Cortes 1997, Nieto 1997). In their stories and poetry, authors Alma Flor Ada, Sandra Cisneros, Francisco Jimenez, and Pat Mora, vary the degree to which they use different variations (or types) of CE. These critically acclaimed authors demonstrate how individuals choose to use different varieties of English to fulfill particular purposes.

The term Chicana/Chicano English is not used by sociolinguists to refer to the emergent language spoken by ELs. CE is not interlanguage or a case in which words from Spanish are introduced into English. It is also important to dispel any misconceptions that CE is code-switching, Spanglish, bad grammar, street slang, or only used by poor and working class Mexican Americans (Fought 2003). As with AAE, CE may also be spoken by middle-class persons who use this dialect as an important marker of identity and as a sign of solidarity with their culture and community. Vigil (2012, 291) suggests that most Chicanas/Chicanos view themselves as *additive acculturationists*, that is, they intentionally use the label Chicana/Chicano (and Latina/Latino) as a marker of self-determination and pride:

It challenges the stereotype that Chicanos are inferior or culturally deprived (Alaniz and Cornish, 2008; de la Garza, 1979). The term 'Chicano' implies pride in a background of many and mixed heritages and the versatility to widen one's sociocultural persona. This orientation of additive acculturation, in which the dominant culture is learned and the native style is kept, will help to lead American citizens away from ethnocentrism (Gibson and Ogbu, 1991; Vigil and Long, 1981) Another way to look at it is that a person can have 'multiple' identities and not just 'one self per customer' (Shrewder and Markus, 1995).

Vigil (2012) suggests that these notions of "cultural expansion" and "cultural democracy," where people's identities are not one-dimensional, but rather, influenced by many cultures and languages, is critical to a "panhuman" awareness, "in which a global economy requires, minimally, an open mind to the development of a global culture" (291).

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Children and youth who live in predominantly bilingual settings may choose to mix English and Spanish during conversations, engaging in what many young people themselves call *Spanglish* and which most linguists refer to as Spanish-English code-switching, a common practice in bilingual communities worldwide (e.g., Auer 1998). Contrary to popular belief, the most frequent reason for code-switching is not gaps in vocabulary or a lack of proficiency in either of the languages used. Rather, research has shown that most code-switching is in fact a deliberate and creative way of using language to establish social identity and affiliation with a language community as well as for other communicative purposes (Milroy and Muysken

1995; Zentella 1997). In a study of sixth graders in East Los Angeles, for example, Martínez (2010) found that, as a result of this *hybrid* use of English and Spanish, students "used Spanish in creative, skillful, and intelligent ways to make meaning in social interaction" (Martínez 2010, 125). Furthermore, Martínez argues the following:

Spanglish is a dynamic and creative language practice that has tremendous untapped potential as a tool for literacy teaching and learning. Leveraging *Spanglish* as a resource . . . could have a transformative impact on these students' academic literacy development by helping them to recognize, draw on, and extend the skills already embedded in their everyday use of language.

Chicana/Chicano English is a sociolinguistic asset and not something in need of eliminating or fixing.

This perspective—one that both acknowledges all of the cultural and linguistic contexts in which students learn and live and seeks to understand the relationship between language, culture, and identity—promotes positive relationships and improves educational outcomes.

The framing of nonstandard dialects of English and code switching as cultural and linguistic assets positions traditionally non-dominant students as literate learners capable of fully participating in and benefiting from an intellectually rich curriculum. This perspective—one that both *acknowledges* all of the cultural and linguistic contexts in which students learn and live and *seeks to understand* the relationship between language, culture, and identity—promotes positive relationships and improves educational outcomes. Many other examples of nonstandard varieties of English (e.g., New York Latino English, Hawaiian Creole English) and regional dialects of English (e.g., Southern English) are not discussed in this section. However, this *ELA/ELD Framework* recognizes the language and culture students bring to the classroom as integral elements of learning environments and learning processes. See the section on culturally and linguistically relevant teaching elsewhere in this chapter for instructional recommendations.⁴

English Learners

Students who are learning English as an additional language come to California schools from all over the world, and many were born in California. English learners are defined by the CDE as follows.

. . . those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey **and** who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. (R30-LC) (CDE Glossary of Terms <http://www.cde.ca.gov/ds/sd/cb/glossary.asp>)

Schools and districts are responsible for ensuring that all ELs have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make steady—and even accelerated—progress in their English language development.

English learners come to school with a range of cultural and linguistic backgrounds, experiences with formal schooling, proficiency in their primary language and in English, migrant statuses, and socioeconomic statuses, as well as interactions in the home, school, and community. All of these factors inform how educators support ELs in achieving school success through the implementation of the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards. Some of the key factors teachers consider include:

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⁴ See also Los Angeles Unified School District's Teachers Guide to Supporting African American Standard English Learners (<https://www.sdcity.edu/Portals/0/CollegeServices/StudentServices/LearningCommunities/Af.Amer.CRR.PDF>) and its Teachers Guide to Supporting Mexican American Standard English Learners (http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/217/MEXICAN%20AMERICAN_TEACHER%20GUIDE.PDF).

- Age:** It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, who are learning how print works for the first time while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is on increasingly rigorous disciplinary content and complex literary and informational texts. English learners entering U.S. schools in kindergarten, for example, benefit from participating in the same instructional activities in literacy as their non-EL peers, along with additional differentiated support based on their needs. English learners who enter U.S. schools for the first time in high school, depending upon their level and extent of previous schooling, may need additional support to master the linguistic and cognitive skills necessary for engaging in intellectually-challenging academic tasks. Regardless of their schooling background and exposure to English, all ELs are given full access to the same high-quality, intellectually-challenging, and content-rich instruction and instructional materials as their non-EL peers as well as appropriate levels of scaffolding to ensure success.
- Primary language and literacy background:** English learners have varying levels of knowledge, skills, and abilities in their primary language and with literacy. Older ELs may have considerable content knowledge in core disciplines, such as science, literature, or math. Many ELs continue to develop their primary language and literacy in both formal bilingual programs or less formally at home. English learners can draw upon their primary language skills and also the content knowledge they have developed in their primary language to inform their English language and content knowledge development. Rather than leaving this cross-linguistic transfer to chance, teachers approach the transfer of primary language knowledge and skills to English intentionally and strategically. Other ELs may have very limited schooling backgrounds and may have gaps in literacy skills (e.g., decoding, comprehension) and/or content knowledge and require substantial support in particular aspects of instruction. Even with strong primary language foundations, however, some EL adolescents may struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to meet grade-level content-area expectations.
- Time in the U.S.:** Many ELs were born in the U.S. or began their U.S. schooling in kindergarten. English learners who were born in the U.S. or who have been in U.S. schools for a number of years generally are fluent in conversational, or *everyday* English (although there may be gaps in some ELs' knowledge of everyday English) and need to develop academic English in an accelerated manner. Other ELs enter U.S. schools with limited exposure to American culture or to English. Newcomer EL students—students who have been in U.S. schools for less than one year—are provided specialized support to ensure their accelerated development of English, as well as their social integration into their schools. Primary language assessments are used, when available, with older students who are newcomers to English in order to determine an appropriate instructional program. Students with strong backgrounds in formal schooling, those who may be performing at grade level in their primary language but who are new to English, require different specialized instruction than students with less formal schooling.

Even with strong primary language foundations, however, some EL adolescents may struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to meet grade-level content-area expectations.

- **Progress in ELD:** Regardless of their age, primary language and literacy backgrounds, and time in U.S. schools, all ELs should make steady progress in developing English, particularly the types of academic English needed for school success. However, many ELs may have not received the educational support from schooling they need to continually progress in developing English and succeed in academic subjects. These students have been identified as *long-term English learners* (LTELs) because they have been schooled in the U.S. for six or more years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status. (See figure 9.2 for the California *Education Code* definition of long-term English learner.) Fluent in social/conversational English but challenged by academic and disciplinary literacy tasks, LTELs find it difficult to engage meaningfully in increasingly rigorous coursework. California recognizes that LTELs face considerable challenges to succeed in school, especially since the amount and complexity of the academic texts and tasks students encounter rapidly increase as they move through the secondary grades. Special care should be taken when designing instruction for LTELs, and instruction should accelerate the simultaneous development of academic English and content knowledge in motivating and engaging ways to ensure that LTELs meet the goals identified in the outer ring of figure 9.1.

Figure 9.2. California Education Code Definition of Long-Term English Learner

2013 California *Education Code* 313.1. a & b defines a long-term English learner as “an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years” as determined by the state’s annual English language development test. In addition, the same California *Education Code* identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state’s annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test.

All educators should have detailed and current information on their students’ yearly progress toward English language proficiency and mastery of the CA CCSS for ELA/Literacy. This requires clearly established benchmarks of expected progress in English language proficiency and academic progress that consider both the time in U.S. schools and students’ English language proficiency.

A comprehensive internal accountability system, which includes both robust formative assessment approaches and summative yearly assessments, is necessary to ensure that ELs and Reclassified English Proficient Students (see next section) maintain a steady trajectory toward linguistic and academic proficiency and do not fall behind as they progress into and through secondary schooling. All educators should have detailed and current information on their students’ yearly progress toward English language proficiency and mastery of the CA CCSS for ELA/Literacy. This requires clearly established benchmarks of expected progress in English language proficiency and academic progress that consider both the time in U.S. schools and students’ English language proficiency (Hopkins, and others 2013). Monitoring the yearly progress of ELs while maintaining a watch on the type of ELD and content instruction EL and Reclassified Fluent English Proficient students receive,

makes it possible for educators to know who their EL students are, determine how well students are progressing linguistically and academically, and make instructional adjustments in time to improve educational outcomes. Specific guidance on responding to the academic and linguistic needs of ELs is provided throughout this framework. For more information on the stages of English language development see the discussion of Proficiency Level Descriptors in chapters 1 and 2 of this *ELA/ELD Framework* and the *California English Language Development Standards: Kindergarten Through Grade 12* (CDE 2014). For more information on monitoring the progress of ELs, see Chapters 8 and 11 of this framework.

Reclassified English Proficient Students

Students who have reached proficiency in the English language benefit from occasional linguistic support as they continue to build breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts. Districts are required to monitor students for two years after reclassification from EL status to Reclassified Fluent English Proficient (RFEP) status to ensure students are maintaining a steady academic trajectory. When RFEP students experience difficulty with academic tasks and texts, schools rapidly provide appropriate support, which may include, but is not limited to, the following:

- Student/teacher/parent conference
- Specialized instruction during the school day, based on multiple assessments
- Extended learning opportunities (e.g., after school tutoring, zero-period classes)

Instructional Programs and Services for English Learners

As indicated in figure 9.3, California's ELs are enrolled in a variety of school and instructional settings that influence the application of the CA ELD Standards. Some EL students are enrolled in a newcomer or intensive ELD program for most or all of the day. Others are enrolled in a mainstream program in which they receive specialized ELD instruction for part of the day (e.g., designated ELD time in elementary or an ELD class in secondary). Still others are in a bilingual/dual-language program that provides instruction in both the primary language and English. The CA ELD Standards apply to all of these settings and are designed to be used by all teachers of academic content and of designated

... the CA ELD Standards are the focal standards in settings specifically designated for English language development, such as a designated ELD class in which ELs are grouped by English language proficiency level. Additionally, the CA ELD Standards are designed and intended to be used in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

ELD in ways that are appropriate to the setting and identified student needs. For example, the CA ELD Standards are the focal standards in settings specifically designated for English language development, such as a designated ELD class in which ELs are grouped by English language proficiency level. Additionally, the CA ELD Standards are designed and intended to be used *in tandem with* other academic content standards to support ELs in mainstream academic content classrooms. These include, for example, a third-grade self-contained classroom during ELA, history/social studies, mathematics, and science instruction; a middle school math class; or a high school science class. When the CA ELD Standards are used during content instruction in tandem with content

standards, this is termed *integrated* ELD. When the CA ELD Standards are used as the focal standards during a protected time in the instructional day, this is termed *designated* ELD (see chapters 1 and 2 and the grade-span chapters in this *ELA/ELD Framework* for additional information on integrated and designated ELD instruction).

Whether EL students are enrolled in alternative bilingual or mainstream English programs, all California educators have the dual obligation to provide EL students with meaningful access to grade-level academic content via appropriate instruction and to support students to develop academic English language proficiency.

Figure 9.3. Instructional Characteristics in Programs for English Learners

Instructional Characteristics	Type of Program			
	Two-Way Immersion	Developmental Bilingual	Transitional Bilingual	Mainstream English-only
Literacy and Language Goals	Biliteracy in home language and English		Literacy in English and validation of home languages	
Typical Models	<p><i>Elementary:</i> Proportion of home language to English in instruction starts at 90/10 or 50/50 in Kindergarten to approximately 20/80 by fifth grade</p> <p><i>Secondary:</i> Some content and home language (e.g., Spanish for Spanish speakers) coursework in home language</p>	<p><i>Elementary and Secondary:</i> Proportion of home language to English varies with full transition to English varying depending on availability of the program at later grades</p>	<p><i>Elementary:</i> Proportion of home language to English varies with full transition to English typically by the third or fourth grade</p>	Mainstream English
Use of Home Language	Literacy in the home language taught across the disciplines		Strategic use of home language	
Use of English for ELA and Content Instruction	Literacy in English introduced sequentially or simultaneously, some content instruction in English			All literacy and content instruction in English
English Language Development (both integrated and designated ELD)	<p>Occurs daily</p> <p>Careful scope and sequence designed to ensure students can decode fluently in English and engage meaningfully with grade-level texts in English by the late elementary grades</p> <p>Includes Parts I and II of the ELD Standards</p> <p>Includes instruction in foundational literacy skills (ELD Standards, Part III), where appropriate, based on the careful scope and sequence of the program</p>			<p>Occurs daily</p> <p>Includes Parts I and II of the ELD Standards</p> <p>Part III of the ELD Standards is addressed during ELA (some students, for example newcomer ELs, may need specialized attention during designated ELD)</p>

Biliterate Students

In California, biliteracy is valued, and the primary languages that ELs bring to school are considered important resources, valuable in their own right and as a base from which to develop English as an additional language. Also valued are the benefits to native speakers of English that in becoming bilingual and biliterate bring. While developmental bilingual programs provide means for ELs to become biliterate in their native language and English, two-way, or dual, immersion programs allow both ELs and native English speakers to become biliterate in each other's languages.

ELs who are developing language and literacy in two languages simultaneously in the elementary grades and all students in two-way immersion programs require a curriculum based on carefully-designed scope and sequence that ensures steady progress in both languages. This scope and sequence includes ongoing formative assessment in both languages and careful analysis of assessment results in order to inform instructional decisions. Like all students, those in biliteracy programs should be well-prepared to independently engage with complex grade-level texts in English in the elementary grades and through secondary schooling.

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Students Who are Deaf and Bilingual in ASL and Printed English

All students have the right to instruction and assessment that is both linguistically and culturally appropriate. Community members who are deaf and who use American Sign Language (ASL) view themselves as a cultural and linguistic minority, rather than individuals with a disability (Ladd 2003). While students who are deaf and hard of hearing may constitute a small percentage of California's school population, educators are obligated to address their unique visual linguistic and learning needs when designing and providing instruction and assessment. For example, the acquisition of written English cannot rely on letter-sound correspondences for these students. Students who are deaf and hard of hearing whose primary language is ASL learn English as a second language. In this sense they are similar in many ways to ELs who have a spoken primary language. The linguistic outcome for students who are deaf and hard of hearing in bilingual language programs is to become proficient in both ASL and printed English.

The linguistic outcome for students who are deaf and hard of hearing in bilingual language programs is to become proficient in both ASL and printed English.

ASL is the signed language of deaf people in the U.S. ASL is a natural language, operating in the visual-gestural modalities rather than the audio-oral modalities of spoken languages such as English, and it has grammatical and expressive properties equivalent to those in spoken natural languages. ASL developed through interaction among deaf people in deaf communities across the U.S. (Distinct signed languages develop throughout the world anywhere communities of deaf people communicate with each other using sign.) ASL literature and performance is recorded in video. Fingerspelling is a key component of ASL and provides a linguistic link between ASL and English in that the handshapes are based on letters of the English alphabet and can be used to spell English words. However, fingerspelling is also integrated into ASL vocabulary and grammar in more complex and systematic ways (Visual Language and Visual Learning Science of Learning Center 2010).

Deaf children of deaf parents who use ASL acquire ASL as a primary language from birth. Research has shown that native users of ASL demonstrate higher proficiency levels in English than non-native

Students who are deaf and hard of hearing are educated throughout California in a variety of settings. The type of primary language support provided varies with the setting.

users (Strong and Prinz 1997). Children who are born to hearing parents may start learning ASL at a later age. Many students who are deaf do not learn ASL until they enter school. Because they are learning what is, in effect, their primary language at a late age, they may also be delayed in learning their second language, the written English language system. Schools with bilingual language programs in ASL and English for students who are deaf can facilitate the development of both languages by building on ASL as the primary language, using it to teach a broad range of subjects, to develop primary language knowledge and skills, and support the development of written English.

Students who are deaf and hard of hearing are educated throughout California in a variety of settings. The type of primary language support provided varies with the setting. In schools where students are placed in the mainstream classroom, primary language support for students who are deaf and hard of hearing and use ASL typically consists of translating oral (speaking and listening⁵) classroom activities via an interpreter from English into ASL and vice versa.

In bilingual programs for students who are deaf and hard of hearing and use ASL, the language of instruction is ASL. Students' primary language, along with printed English, is used throughout the day to provide instructional content. Students view speeches and performances directly in their primary language. When instructional materials are not available in ASL, captioning or printed English is used. Students also give presentations and have discussions in their primary language. Interpreters are not used in the classroom as all teachers are fluent in ASL, enabling direct instruction in the students' primary language.

Students Who Are Deaf and Hard of Hearing Who Communicate with Spoken English or Simultaneous Communication, Including Sign Supported Speech

Students who are deaf and hard of hearing who communicate with spoken language or a form of total communication (e.g., sign supported speech, cued speech, Signing Exact English) use individualized supports and services, determined by their Individualized Education Program (IEP), which enable them to access the general education curriculum and achieve the same high standards required of their peers.

Linking the IEP activities to standards helps ensure students who are deaf and hard of hearing—regardless of their mode of communication—have the opportunities to fully access the CA CCSS for ELA/Literacy addressed in their education settings. The efforts of the IEP team are to be guided by an understanding of the student's hearing level and overall developmental and social needs.

Linking the IEP activities to standards helps ensure students who are deaf and hard of hearing—regardless of their mode of communication—have the opportunities to fully access the CA CCSS for ELA/Literacy addressed in their education settings.

⁵ As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include students who are deaf and hard of hearing using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access the general curriculum with varying modes of communication.

Students Living in Poverty

More than one in five of California’s children and adolescents live in poverty (U.S. Census Bureau 2012). In some cases, parents are working one or more jobs yet are having difficulty surviving economically. Some students living in poverty move often with their families, changing schools every year or multiple times each year, because of economic circumstances, including job loss. Some are unaccompanied minors, some are living on the street or in shelters with their families, and some have stable housing but often go hungry. They are a heterogeneous group composed of all ethnicities; students of color, however, are overrepresented in the population of students in kindergarten through grade twelve living below the poverty line (U.S. Department of Education 2013; see also Fuentes, O’Leary, and Barba 2013).

They [students living in poverty] are a heterogeneous group composed of all ethnicities; students of color, however, are overrepresented in the population of students in kindergarten through grade twelve living below the poverty line.

The challenges individuals living in poverty face are complex. The resources of many agencies working in collaboration are required to mitigate the negative effects of poverty. A broad interpretation of shared responsibility, that is, one that includes agencies beyond the public education system, is crucial in order to serve these students.

Poverty is a risk factor for poor academic outcomes. In other words, children and youth living in poverty are more likely than their peers to experience academic difficulty. However, the effects poverty has on individuals vary based on “the individual’s characteristics (such as personality traits), specific life experience (such as loss of housing), and contextual factors (such as neighborhood crime), as well as the stressor’s timing . . .” and the presence of protective factors that include affirming, positive, and supportive relationships with teachers and schools (Moore 2013, 4). Thus, the respectful, positive, and supportive schools called for throughout this chapter and this entire *ELA/ELD Framework*—important for all students—are especially crucial for students living in the psychologically and physically stressful circumstances that come with poverty.

Children and youth living in poverty often miss many days of school; some stop attending altogether. Many transfer from one school to another as their living circumstances dictate. As a result, there are often gaps in their education. Research indicates that high residential mobility during the early years is related to poor initial reading achievement and subsequent trajectories (Voight, Shinn, and Nation 2012). It is essential that teachers and districts identify student instructional needs early and work to determine how such needs can be addressed. Notably, children living in poverty who do experience academic success in the early years of school are more likely to succeed in subsequent years; early success in reading has been demonstrated to have particular significance for this population of students (Herbers, and others 2012).

Notably, children living in poverty who do experience academic success in the early years of school are more likely to succeed in subsequent years; early success in reading has been demonstrated to have particular significance for this population of students.

Students living in poverty are more likely to struggle with engagement in school. Jensen (2013) discussed seven areas of concern for low-income students and recommended actions that teachers should take to mitigate their effects (summarized and adapted in figure 9.4). The issues cannot be addressed solely in the classroom. Other resources should be harnessed to respond more fully to the needs of these students. (See also Kaiser, Roberts and McLeod 2011 for a discussion of poverty and language delays.)

Figure 9.4. Poverty and Classroom Engagement: Issues and Classroom Actions

Issue	Action
<p>Health and Nutrition Students living in poverty generally are in poorer health and have poorer nutrition than their middle-class peers. Poor health and nutrition affect attention, cognition, and behavior.</p>	<p>Ensure students have daily opportunities for physical activity and that they and their families are aware of free and reduced lunch programs and medical, including mental health, services offered in the community.</p>
<p>Academic Language Students living in poverty generally have limited experience with the kind of language highly valued in school—academic language—than their middle-class peers. Academic language includes general academic and domain-specific vocabulary, discourse practices, and understandings about how different text types are structured.</p>	<p>Attend to academic language development in all areas of the curriculum and in classroom routines. As noted throughout this <i>ELA/ELD Framework</i>, academic language, which includes vocabulary, is a crucial component of ELA/literacy programs and disciplinary learning (as well as all aspects of life and learning). Provide rich language models, prompt and extend responses, and engage the student in discussions.</p>
<p>Effort Some students living in poverty may appear to lack effort at school. This might be due to lack of hope or optimism, depression, or learned helplessness.</p>	<p>Recognize the critical role that teachers and schools play in students' willingness to exert themselves academically. Strengthen relationships between the school and students.</p>
<p>Hope and the Growth Mind-Set Low socioeconomic status is related to low expectations and a vision of a negative future.</p>	<p>Ensure that students know that their futures and their abilities are not fixed. Provide high-quality feedback that is task-specific and actionable. Support students' beliefs in their potential (not their limitations) and the rewards of effort.</p>
<p>Cognition Students living in poverty often demonstrate lower academic achievement than their middle-class peers. They may have lower attention spans and other cognitive difficulties. This may result in problem behavior or giving up.</p>	<p>Break content into smaller, manageable components. Ensure that all students receive a rich, engaging, and intellectually stimulating curriculum. Encourage students and provide positive feedback.</p>
<p>Relationships Students living in poverty face considerable adversity, often in the form of disruptive or stressful home relationships. They may become mistrustful or disrespectful; they may be impulsive and respond inappropriately at school.</p>	<p>Ensure that adults at school are positive, caring, and respectful. Make expectations clear. Above all, treat students living in poverty, as well as their families, with dignity, and convey the attitude that all students are welcome and capable of achieving to the highest levels.</p>
<p>Distress Students living in poverty often live in acute chronic distress, which impacts brain development, academic success, and social competence. They may demonstrate aggressive and inappropriate behavior or exhibit passivity.</p>	<p>Recognize the cause of the behavior. Build positive and respectful relationships. Teach coping skills. Seek advice from other school or district professionals, when appropriate.</p>
<p>Source Summarized and adapted from Jensen, Eric. 2013. "How Poverty Affects Classroom Engagement." <i>Educational Leadership</i> 70 (8): 24–30.</p>	

Migrant Students

Migrant students represent a significant number of California's children and adolescents. In 2014, California was home to nearly 200,000 migrant students, or about 35% of the country's total migrant student population, and about one-third of California's migrant students were classified as ELs (CDE, 2014b). A student between the ages of 3 and 21 is considered migrant if the parent or guardian is a

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migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years.

Shifting trends are affecting migrant families across California and the nation. Drought across the western U.S. and depressed local and regional economies, as well as adverse conditions within other countries (e.g., gang and drug-related violence), all impact migration patterns. Relocation, poverty, the difficulty of farm work (for those migrant families engaged in agricultural industries), parent education level and familiarity with U.S. school culture, and

language differences affect the educational experiences of migrant students. Schools and districts should be aware of the background factors that may affect the ways in which children and adolescents from migrant families engage in school learning. Most importantly, teachers should become familiar with their migrant students' circumstances, so they can attend to their students' particular learning needs.

One of the greatest challenges migrant students face is access to and continuity of the services that are intended to meet their unique needs. The goal of California's migrant program is to provide supplemental services and supports to migrant students, so they can be ready for and successful in school and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment. When families move, migrant students' educational process is interrupted, and this can be exacerbated if the family moves to an area where there is not a migrant program or if the migrant program does not identify students and provide them with services in a timely way. Not only do the children and youth have an interruption in their education, but they also experience the interruption in services designed to help them overcome their unique challenges as migrant students. (See discussion of high mobility in the section on students living in poverty.)

Migrant education support services include preschool services, academic instruction, bilingual and multicultural instruction, career education services, guidance and counseling, and health services. Schools and districts are required to create and adhere to a systematic plan for identifying migrant students as soon as they enter their schools and for immediately providing appropriate services so that migrant students' education is not further disrupted.

For more information and for resources in meeting the needs of migrant students, see the California Department of Education's Migrant Education Programs and Services (<http://www.cde.ca.gov/sp/me/mt/programs.asp>), the Migrant Students Foundation (<http://www.migrantstudents.org/>), and Colorín Colorado (<http://www.colorincolorado.org/>).

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Lesbian, Gay, Bisexual, and Transgender Students

All California's children and adolescents have the fundamental right to be respected and feel safe in their school environment, yet many do not because of their sexual orientation or gender expression. Research indicates that kindergarten through grade six students who are gender nonconforming are less likely than other students to feel safe at school and more likely to indicate that they sometimes do not want to go to school because they feel unsafe or afraid. Furthermore, they are more likely to be made fun of, called names, or bullied (GLSEN and Harris Interactive 2012). Lesbian, gay, bisexual, and transgender (LGBT) students between the ages of 13 and 18 also report feeling unsafe and experiencing harassment or assault at school. Like their younger counterparts, they miss days of school to avoid a hostile climate. Notably, students in middle school report higher frequencies of victimization than students in high school (GLSEN 2012).

Lesbian, gay, bisexual, and transgender (LGBT) students between the ages of 13 and 18 also report feeling unsafe and experiencing harassment or assault at school. Like their younger counterparts, they miss days of school to avoid a hostile climate.

All California educators have a duty to protect students' right to physical and psychological safety and ensure that each of their students has the opportunity to thrive. The California *Education Code (EC)* Section 200 et seq. prohibits discrimination on the basis of various protected groups, including sexual orientation, gender identity, and gender expression. California recognizes that discrimination and harassment in schools "can have a profound and prolonged adverse effect on students' ability to benefit from public education and maximize their potential" (CDE 2012a). Furthermore, research suggests that victimization based on sexual orientation or gender expression is related to lower academic achievement and educational aspirations as well as poorer psychological well-being (GLSEN 2012).

General recommendations from the Gay, Lesbian, and Straight Education Network (GLSEN 2012) for schools regarding students in this heterogeneous population include the following:

- Adopt and implement clear policies and procedures that address bullying and harassment for any reason, thus promoting respectful and safe environments for all students.
- Provide professional learning to educators and ensure that all students have access to a welcoming environment and supportive, respectful teachers and staff who will intervene on their behalf.
- Increase students' access to an inclusive curriculum. California Senate Bill 48 added language to *EC* Section 51204.5 prescribing the inclusion of the contributions of lesbian, gay, bisexual, and transgender Americans to the economic, political, and social development of California and the U.S., with particular emphasis on portraying the role of these groups in contemporary society.

Additional recommendations include the following:

- Make available and share age-appropriate literature that reflects the diversity of humankind and thoughtfully deals with the complexities and dynamics of intolerance and discrimination.
- Teach students by example and through discussion how to treat diverse others.

California students who are not themselves in this population may have parents or guardians who are lesbian, gay, bisexual, or transgender. All students and their families need to feel safe, respected, and welcomed in school.

Advanced Learners

Advanced learners, for purposes of this framework, are students who demonstrate or are capable of demonstrating performance in ELA/literacy at a level significantly above the performance of their age group. They may include (1) students formally identified by a school district as gifted and talented pursuant to California *EC Section 52200* and (2) other students who have not been formally identified as gifted and talented but who demonstrate the capacity for advanced performance. In California, each school district sets its own criteria for identifying gifted and talented students.

They [advanced learners] may include (1) students formally identified by a school district as gifted and talented pursuant to California EC Section 52200 and (2) other students who have not been formally identified as gifted and talented but who demonstrate the capacity for advanced performance.

The informal identification of students' learning needs (# 2 above) is important because some students, particularly California's culturally and linguistically diverse learners, may not exhibit advanced learning characteristics in culturally or linguistically congruent or familiar ways. For example, a kindergartener who enters U.S. schools as a newcomer to English and is fluently translating for others by the end of the year may not be formally identified as advanced but may in fact be best served by programs offered to gifted and talented students. Likewise, students with disabilities may not be identified as gifted and talented as readily as others, yet some students with disabilities may be also gifted and talented. They are *twice exceptional* and instruction should address both sets of needs (International Dyslexia Association 2013; Nicpon, Allmon, Sieck, and Stinson 2011). Although advanced academically, gifted and talented

students are not always advanced emotionally, socially, and organizationally, and instruction should be sensitive to and support students' growth in these areas. Teachers are prepared through preservice and inservice professional learning programs to recognize the **range of learners** who are gifted and talented. As noted previously, the populations discussed in this chapter are not mutually exclusive and each is heterogeneous. A statement from the National Association for Gifted Children (NAGC) about the CCSS is provided in figure 9.5.

Figure 9.5. Excerpt from the NAGC's Statement on the CCSS and Gifted Education

Application of the Common Core State Standards for Gifted and Talented Students

Gifted and talented students learn more quickly and differently from their classmates. They come from every ethnic background and socioeconomic group and vary from their age peers and from other gifted students in the ways and rate at which they learn, and the domains in which they are gifted. These differences require modifications to curriculum and instruction, as well as to assessments, to ensure that these students are appropriately challenged. Too many advanced students languish in today's classrooms with little rigor and much repetition. With careful planning, the new standards offer the prospect of improving the classroom experience for high-ability students in significant ways; not only in how the new materials are developed and presented, but also the ways in which student knowledge is measured, leading to appropriate instructional decision-making.

In considering advanced students, grade-level standards will be inadequate in challenging them each day with new information. Gifted learners are well able to meet, and exceed, the core standards on a faster timetable than their age peers. Therefore, it is critical that curriculum is matched to student ability through a range of content acceleration strategies and that teachers are able to implement an array of differentiation strategies to supplement and extend the curriculum. These include a variety of flexible grouping strategies, creative

and critical-thinking opportunities, and other approaches designed to add depth and complexity to the curriculum. Significantly, the professional development investment in these differentiation skills benefits the entire student spectrum. It is particularly important in schools without gifted and talented programs, often in low-income communities, where students are dependent on the regular classroom teacher to meet their needs.

Assessment is a critical component of teaching and learning and, therefore, teachers and other key personnel should be familiar with a range of student assessment tools to ensure that students are able to transfer and apply learned content. Assessments should also measure student knowledge of above grade-level standards in order to make instructional modifications necessary to ensure that advanced students are continuing to learn new material and concepts every day.

The new math and language arts standards provide an opportunity for advanced students to succeed, with the support of rigorous curriculum, teaching strategies to adjust the depth and complexity, and assessments that measure the true level of student knowledge. Standards and accompanying instructional materials that consider their needs will help gifted students and their classmates succeed.

Source

National Association for Gifted Children (NAGC). nd. *Application of Common Core State Standards for Gifted and Talented Students*. Washington, DC: Author.

A synthesis of research (Rogers 2007) on the education of students identified as gifted and talented suggests that they should be provided the following:

- Daily challenge in their specific areas of talent
- Regular opportunities to be unique and to work independently in their areas of passion and talent
- Various forms of subject-based and grade-based acceleration as their educational needs require
- Opportunities to socialize and learn with peers with similar abilities
- Instruction that is differentiated in pace, amount of review and practice, and organization of content presentation

Instruction for advanced learners should focus on depth and complexity. Opportunities to engage with appropriately challenging text and content, conduct research, use technology creatively, and write regularly on topics that interest them can be especially valuable for advanced learners; these experiences allow students to engage more deeply with content and may contribute to motivation. Instruction that focuses on depth and complexity ensures cohesion in learning rather than piecemeal “enrichment.”

As discussed in chapter 2 in this *ELA/ELD Framework*, assessments and tasks vary in their cognitive complexity, or the “depth of knowledge” (often referred to as *DOK*) called upon (Webb 2005). Depth of knowledge levels include, from least to most complex, the following: recall and reproduction (Level 1), skills and concepts (Level 2), strategic thinking/reasoning (Level 3), and extended thinking (Level 4). The more complex tasks, those at DOK levels 3 and 4, generally require more time and involve the use of more resources. Advanced learners—**and all students**—should have ample opportunities to engage in a mixture of tasks with particular attention to those most cognitively engaging and challenging; that is, tasks involving strategic thinking/reasoning and extended thinking.

Snapshot 9.1. Advanced Learners Collaborate to Interpret Literary Text in Grade Six

Mrs. Bee's grade-six class has been reading *The Giver* by Lois Lowry. Students are writing essays and creating group presentations based on the Ceremony of Twelve. The advanced learners in Mrs. Bee's class research other rite of passage ceremonies around the world and incorporate elements of their research into their presentation. Using the depth and complexity concept of rules (Sandra Kaplan Depth and Complexity icons), the students justify their choice of rite of passage elements from other cultures and explain their relevance to the themes in *The Giver*. The five advanced students in Mrs. Bee's class meet as a literature circle as part of their independent work contract with Mrs. Bee. The group reviews the rules of respect (making sure everyone has the same understanding), participation (everyone actively shares), time (stay on task), and preparation (completing the reading and having questions and/or comments ready) contained within their independent work contract. Each person in the group has a role to fulfill before coming into the literature circle based on the required chapter reading:

- **Facilitator:** Facilitates the discussion, asks the questions and makes sure everyone participates, keeps everyone on task, reviews the group rules, notes any unanswered questions, is the only person from the group allowed to approach the teacher for clarification, and closes the discussion. This member also identifies any details of the character(s), setting, plot, conflict, or events to discuss.
- **Illustrator:** Identifies the 'big picture' that the author is trying to create. The illustrator also identifies specific quotes and creates an image based on the quote for the group, identifies other familiar images based on character(s), setting, or conflict, and assists other group members with comprehension through quick sketches, photos, or clip art.
- **Connector:** Looks for real-world connections in the story to other stories and/or characters, historical events, or personal experiences. Identifies what is realistic in the story or what possible historical people and/or events may have influenced the author.
- **Character Sleuth:** Keeps track of one main character in the story. Identifies their strengths, weaknesses, thoughts, feelings, motives, etc. Identifies how the character changes over time and what events in the story force this change to happen.
- **Linguist:** Identifies figurative language in context and defines the literal meaning for: theme, character(s), setting, and how this enhances the telling of the story. Identifies any unknown words and definitions. Identifies specific quotes and explains why the author used literary devices.

Today, the *Facilitator* begins the group's discussion about the Ceremony of Twelve. The *Illustrator* and the *Connector* have joined forces to work cooperatively to ensure the rest of the group understands the rites of passage in other cultures, both past and present. The *Character Sleuth* proposes a theory regarding the main character and the Ceremony of Twelve. He/she prepares for the group meeting by placing sticky notes next to sections of the text that support his/her theory. The *Linguist* identifies specific figurative language that can be used in the group's presentation. The group decides to do the following:

- **Categorize** (basic thinking skill) using rules to organize things that share characteristics
- **Note Patterns** (differentiate content – depth) identifying recurring elements or repeated factors

Snapshot 9.1. Advanced Learners Collaborate to Interpret Literary Text in Grade Six (cont.)

- **Use Media** (research skills – resources) searching contemporary and historical archives online
 - **Make a Photo Essay** (product) printing and displaying a collection of pictures on a poster with a drawing of the Ceremony of Twelve in the center
 - **Conduct a Panel Discussion** (product) organizing an oral presentation to debate dilemmas or controversies involved with these rites of passage (ethics)
- They work together to prepare their presentation.

Resources

Adapted from

Kaplan, Sandra, Bette Gould, and Victoria Siegel. 1995. *The Flip Book: A Quick and Easy Method for Developing Differentiated Learning Experiences*. Calabasas, CA: Educator to Educator.

Lowry, Lois. 2002. *The Giver*. New York: Random House.

CA CCSS for ELA/Literacy: RL.6.1–4; SL.6.1

Related CA Model School Library Standard:

6-3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding.

Students with Disabilities

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), reauthorized in 2004, California local education agencies provide special education and other related services as a part of a guaranteed free appropriate public education to students who meet the criteria under one of the following categories (presented alphabetically): autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, including blindness. (See the National Dissemination Center for Children with Disabilities [<http://nichcy.org/disability/categories>] for detailed descriptions.)

Students with specific learning disabilities and speech and language impairment make up approximately two-thirds of students receiving special education services (CDE 2014a). While specific learning disabilities vary widely, difficulty reading is the most common type of specific learning disability. (However, it is important to note that students experiencing difficulty reading do not necessarily have a learning disability. There are many causes for low achievement in reading, including inadequate instruction. Under IDEA, a student who is performing below grade level may not be determined to have a specific learning disability, if the student's performance is primarily a result of limited English proficiency or if it is due to a lack of appropriate instruction.)

A student's membership in a particular disability category only represents a label for a qualifying condition. The spectrum of severity of disability and the educational needs within each disability category are widely variable. Thus, services provided are based on individual need and not a label. All students with disabilities require knowledgeable teachers who work closely with education specialists and families to determine how best to provide equitable access to the curriculum.

The authors of the CCSS provided specific recommendations for ensuring that students with disabilities have appropriate access to the standards. Their statement, *Application to Students with Disabilities* (<http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>), is provided in figure 9.6.

Figure 9.6. CCSSO Statement About the Application of the CCSS to Students with Disabilities

Application to Students with Disabilities

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Students with disabilities—students eligible under the Individuals with Disabilities Education Act (IDEA)—must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.34, 2004) . . . *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning—based on the principles of Universal Design for Learning (UDL)—which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005)—changes in materials or procedures—which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

Source

Common Core State Standards Initiative. 2010. *Application to Students with Disabilities*.

The IEP is a federally mandated individualized document specifically designed to address an individual's unique educational needs. It includes information about the student's present levels of performance (including strengths), annual goals, and the services and supports that are to be provided in order to meet the goals.

Students who receive special education and related services in the public school system must have an Individualized Education Program (IEP) (<http://www.ncld.org/learning-disability-resources/videos/video-what-is-an-iep>). The *IEP* is a federally mandated individualized document specifically designed to address an individual's unique educational needs. It includes information about the student's present levels of performance (including strengths), annual goals, and the services and supports that are to be provided in order to meet the goals. The members of the IEP team—students, teachers, parents, school administrators, and related services personnel—work collaboratively to improve educational results for students with disabilities. Individual Education Programs for ELs with disabilities should include linguistically appropriate goals and objectives in addition to all the

supports and services students require due to their disability. The IEP serves as the foundation for ensuring a quality education for each student with a disability.

Depending on the individualized needs, some students with disabilities may receive supports and/or services with a 504 Plan (<http://specialchildren.about.com/od/504s/qt/sample504.htm>) rather than an IEP. A *504 Plan* refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (<http://specialchildren.about.com/od/disabilityrights/qt/ada.htm>), which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. *Disability* in this context refers to a “physical or mental impairment that substantially limits one or more major life activities.” This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 Plan spells out the modifications and accommodations that are needed for these students to have an opportunity to perform at the same level as their peers, such as an extra set of textbooks, a peanut-free lunch environment, or a tape recorder or keyboard for taking notes.

Depending upon the learner and the identified needs, specially designed instruction is provided to students with disabilities. **The education specialist and general education teacher share responsibility** for developing and implementing IEPs. Together, they ensure that students with disabilities are provided with the supports needed to achieve their highest potential, and they communicate and collaborate with families in culturally and linguistically appropriate ways.

Most students with disabilities are served exclusively in the general education classroom and receive instruction primarily from the general education teacher. Typically, the education specialist consults with the general education teacher, providing resources, professional learning, and other necessary supports. Both the education specialist and the general education teacher, monitor the student's progress in meeting academic expectations of the classroom as well as in meeting goals of the IEP.

Some students with disabilities receive core instruction in the general education class and instruction from the specialist, either in the general education setting or in a special education setting. The general educator receives guidance from the specialist

*Depending upon the learner and the identified needs, specially designed instruction is provided to students with disabilities. **The education specialist and general education teacher share responsibility** for developing and implementing IEPs.*

At times, general educators and education specialists engage in co-teaching; the general educator and the education specialist deliver instruction in the same general classroom setting to a blended group of students (that is, those with and without identified disabilities).

and the two (or more) collaborate to provide the student with optimal instruction. At times, general educators and education specialists engage in co-teaching; the general educator and the education specialist deliver instruction in the same general classroom setting to a blended group of students (that is, those with and without identified disabilities). There are several models of co-teaching (Bacharach, Heck, and Dahlberg 2010, Friend and Bursuck 2009), some of which are presented in figure 11.6 in chapter 11 of this *ELA/ELD Framework*.

Some students with disabilities require highly specialized or intensive intervention instruction from the educational specialist in an alternative setting outside of the general education classroom. These students participate in general education classes and interact with students without disabilities to the maximum extent appropriate given the nature of their disabilities.

Accommodations and Modifications for Students with Disabilities

Most students who are eligible for special education services are able to achieve the standards when the following three conditions are met.

1. Standards are implemented within the foundational principles of Universal Design for Learning. (See subsequent section in this chapter.)
2. Evidence-based instructional strategies are implemented, and instructional materials and curricula reflect the interests, preferences, and readiness of each student to maximize learning potential.
3. Appropriate accommodations are provided to help students access grade-level content.

Accommodations are changes that help a student to overcome or work around a disability. Accommodations do not reduce the learning or performance expectations; rather they allow the student to complete an assignment or assessment with a change in presentation, response, setting, timing, or scheduling so that learners are provided equitable access during instruction and assessment. They also include learner-appropriate behavior management techniques. See figure 9.7.

More guidance is available in *The California Accommodations Guide: Selecting, Administering, and Evaluating Accommodations for Instruction and Assessment for Students with Disabilities* (CDE 2012b) and the CCSSO's *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (http://www.ccsso.org/Documents/2005/Accommodations_Manual_How_2005.pdf) (Thompson, Mbrse, Sharpe, and Hall 2005).

Accommodations do not reduce the learning or performance expectations; rather they allow the student to complete an assignment or assessment with a change in presentation, response, setting, timing, or scheduling so that learners are provided equitable access during instruction and assessment.

Figure 9.7. Types of Accommodations for Students with Disabilities

Type of Accommodation	Examples
Changes in timing or scheduling	<ul style="list-style-type: none"> • Extended time (e.g., to allow for limited dexterity) • Frequent breaks (e.g., to avoid physical discomfort) • Dividing assignment over several sessions (e.g., to avoid eye strain or frustration)
Changes in setting/environment	<ul style="list-style-type: none"> • Specialized furniture (e.g., adjustable height desk to allow for wheelchair) • Preferential seating (e.g., close to white board to support low vision or to be free from distractions) • Stabilization of instructional materials (e.g., book holder to support weak fine motor skills)
Changes in how the curriculum is presented	<ul style="list-style-type: none"> • Varied lesson presentation using multi-sensory techniques • Use of American Sign Language • Provision of audio and digital versions of texts • Provision of tactile resources, such as physical models and raised maps
Changes in how the student responds	<ul style="list-style-type: none"> • Uses large lined paper or computer for written work • Responds in Braille • Uses a recording device to record/playback questions, passages, and responses
Behavioral strategies	<ul style="list-style-type: none"> • Use of behavioral management techniques appropriate for the learner • Reinforcement of self-monitoring and self-recording of behaviors

The selection of and evaluation of accommodations for students with disabilities who are also ELs involve collaboration among educational specialists, the classroom teacher, teachers providing specialized instruction in ELD, families, and the student.

The following five major conditions are important to consider in selecting assessment accommodations for ELs and students with disabilities (Abedi and Ewers 2013):

1. **Effectiveness:** An accommodation must be effective in making an assessment more accessible to the recipients.
2. **Validity:** An accommodation should not alter the focal construct, i.e., the outcomes of accommodated and non-accommodated assessments should be comparable.
3. **Differential Impact:** An accommodation should be sensitive to student’s background characteristics, and their academic standing, i.e., one size may not fit all.
4. **Relevance:** An accommodation should be appropriate for the recipients.
5. **Feasibility:** An accommodation must be logistically feasible to implement in the assessment setting.

Unlike accommodations, **modifications** are adjustments to an assignment or assessment that changes what is expected or measured. Modifications should be used with caution as they alter, change, lower, or reduce learning expectations and can increase the gap between the achievement of students with disabilities and expectations for proficiency. Examples of modifications include the following:

- Reducing the expectations of an assignment or assessment (completing fewer problems, amount of materials, or level of problems to complete)
- Making assignments or assessment items easier
- Providing clues to correct responses

Accommodations and modifications play important roles in helping students with disabilities access the core curriculum and demonstrate what they know and can do. The student's IEP or 504 Plan team determines the appropriate accommodations and modifications for both instruction and state and district assessments.

Accommodations and modifications play important roles in helping students with disabilities access the core curriculum and demonstrate what they know and can do. The student's IEP or 504 Plan team determines the appropriate accommodations and modifications for both instruction and state and district assessments. Decisions about accommodations and modifications are made on an individual student basis, not on the basis of category of disability. For example, rather than selecting accommodations and modifications from a generic checklist, IEP and 504 Plan team members (including families and the student) carefully consider and evaluate the effectiveness of accommodations for each student.

Accommodations and modifications support equitable instruction and assessment for students with disabilities. Accommodations and modifications should be the same across classroom instruction, classroom tests, and state and

district assessments. However, some accommodations and modifications may be appropriate only for instructional use and may not be appropriate for use on a standardized assessment. It is crucial that educators be familiar with state policies regarding accommodations used during assessment.

Students with Autism Spectrum Disorders

Students with Autism Spectrum Disorders (ASD) represent the fastest growing population of students with disabilities. Students with ASD experience many challenges, especially in the area of social awareness—understanding how their behavior and actions affect others and interpreting the nonverbal cues (body language) of others (Constable, Grossi, Moniz, and Ryan 2013). Having difficulty in recognizing and understanding the thoughts, feelings, beliefs, and intentions of others can be problematic in terms of achieving the CA CCSS for ELA/Literacy that require communication and collaboration as well as those that require interpreting the feelings, thoughts, and intentions of characters or real persons. Teachers of students with ASD need to understand how these difficulties manifest themselves in the classroom and how to provide instruction to help these students comprehend and write narratives as well as successfully participate in collaborative groups. Although some students with ASD are able to answer questions such as *who*, *what*, and *where*, they often struggle to answer questions asking *how* and *why*. These issues become more challenging as the demands to integrate information for various purposes increases at the secondary level. Teachers can find supports to enhance comprehension and ameliorate potentially anxious and stressful experiences by incorporating cognitive behavioral strategies identified by the National Professional Development Center on Autism Spectrum Disorders (<http://autismpdc.fpg.unc.edu/evidence-based-practices>). Among important considerations are the following:

Students with Autism Spectrum Disorders (ASD) represent the fastest growing population of students with disabilities.

- Physically positioning oneself for face-to-face interactions and establishing attention
- Providing verbal models for specific tasks
- Responding to students' verbal and nonverbal initiations
- Providing meaningful verbal feedback
- Expanding students' utterances
- Ensuring students have the prerequisite skills for a task
- Breaking down tasks into manageable components
- Knowing and using what students find motivating
- Ensuring the use of appropriately challenging and interesting tasks

Students with Significant Cognitive Disabilities

Students with significant cognitive disabilities receive access to grade-level curricula through instruction in the least restrictive environment that addresses their IEP academic goals aligned to the CA CCSS for ELA/Literacy and other standards. In addition, students receive instruction in functional and life skills in accordance with their IEPs. It is critical that students with significant cognitive disabilities receive opportunities to learn and to demonstrate learning using the communication tools, assistive technologies, augmentative and alternative communication devices, or other access tools deemed necessary and are routinely used by the students during instruction. (For additional information, see the CDE Special Education information and resources web page at <http://www.cde.ca.gov/sp/se/>.)

Students who comprise the category of students with significant cognitive disabilities include a broad range of learners with diverse disabilities and communication needs; therefore, there is no single model or single set of instructional strategies for students with significant cognitive disabilities. However, the elements of Universal Design for Learning (UDL) offer guidelines and considerations for instruction that reinforce the use of multiple means of representation and demonstration. (See subsequent section of this chapter for information on UDL.) Further, the speaking and listening standards in the CA CCSS for ELA/Literacy offer multiple opportunities for students with significant cognitive disabilities to gain and demonstrate their content knowledge.

Students who comprise the category of students with significant cognitive disabilities include a broad range of learners with diverse disabilities and communication needs; therefore, there is no single model or single set of instructional strategies for students with significant cognitive disabilities.

A sub-population of students with significant cognitive disabilities also has multiple disabilities. Addressing both physical and cognitive disabilities is challenging but does not alter the legal and ethical responsibilities IDEA guarantees for all students with disabilities. Additional resources to address the instructional and assessment needs of students with significant disabilities may be found at the National Center and State Collaborative Wiki Web site at https://wiki.ncscpartners.org/index.php/Main_Page or on the Web site of the CDE Special Education Division Common Core Resources at <http://www.cde.ca.gov/sp/se/cc/>.

Snapshot 9.2. Differentiated Instruction in a Co-Taught Language Arts Class in Grade Nine

Ms. Williams, a general education language arts teacher, and Ms. Malouf, a special education teacher, co-teach a ninth-grade English class of 36 students, nine of whom are students receiving specially designed instruction to support Individualized Education Program (IEP) goals for reading comprehension and written expression. The class is studying the literature of Edgar Allan Poe and supplementary informational documents.

After being introduced to Poe's life and reading selected poems and short stories, students are grouped strategically and assigned one of three grade-level informational texts addressing different theories of Poe's cause of death. These texts will be the basis of their summative assessment, an argumentative essay, at the conclusion of the unit.

As routinely practiced, the co-teachers carefully plan the groupings to ensure that membership changes frequently to ensure that all students have the opportunity to move across learning groups that best correspond to the instructional purpose and students' instructional skills, interests, and needs. In addition, Ms. Williams and Ms. Malouf switch their instructional roles to share responsibility for teaching all students. They ensure that accommodations are provided as identified by the IEPs for students with disabilities. In their classroom, two students are provided digitized text and specialized software to access the text with auditory supports and visual enhancements while a third student uses a portable word processor with grammar and spell check software to take notes and complete written assignments.

For today's lesson, the students are grouped according to the level of scaffolding and differentiated instruction needed to comprehend the text; the learning objective for all students is to evaluate the three theories. One set of students is given a text and provided instructions on using engagement structures while working on their assignment. These students work collaboratively in small groups of three to four to identify and annotate claims and supporting textual evidence and explain how the evidence supports the author's claim. The students are provided with elaboration stems as well as sentence starters to help support their meaningful engagement in listening and speaking.

Two additional sets of students need direct teacher support to navigate, comprehend, and respond to the text. Each group is provided one of the two remaining texts and works together with direct support from either Ms. Williams or Ms. Malouf to complete the same assignment as the first set of students, focusing specifically on claims and supporting evidence. They are also provided with elaboration stems and sentence starters. The teachers differentiate instruction by reading and thinking aloud while providing additional visual supports by displaying, highlighting, and chunking the text using document cameras. All three groups are held to the same rigorous expectations and standards. Ms. Williams and Ms. Malouf take turns monitoring the small groups periodically throughout the instructional period.

After all students have completed the task, each group of students presents its claims and evidence. As each group presents, the students add necessary facts and details as information is being shared, read, or discussed on a graphic organizer designed by the teachers to help students interpret the incoming information. The students will continue to complete their organizers after they receive the other two texts to annotate.

Snapshot 9.2. Differentiated Instruction in a Co-Taught Language Arts Class in Grade Nine (cont.)

At the end of class, students complete an Exit Slip responding to a writing prompt about the author's claims and support for those claims. In this way, Ms. Williams and Ms. Malouf are able to formatively assess how accurately students can independently express the authors' claims and support for those claims. The Exit Slip provides an informal measure of the students' understanding, allowing the teachers to adapt and differentiate their planning and instruction for the following lesson. At the end of the unit, students will write an argumentative essay using their completed graphic organizers as well as copies of all three texts.

Some of the students in this class are also enrolled in an English 9 supplemental support class taught by Ms. Malouf after school. This companion class is designed to provide additional time and support to help students learn the content of the core English course and build specific literacy skills. The lower teacher-to-student ratio in the support class allows for targeted direct instruction based on student needs so that students accelerate their progress in achieving grade-level standards. In addition, Ms. Malouf previews and reinforces lessons and skills from the English 9 course and provides additional scaffolds as needed, gradually removing them as students gain skills.

CA CCSS for ELA/Literacy: RL.9.10; RI.9.1–3, 5, 10; W.9.1, 4; W.9.9b; SL.9.1, 4

Planning for and Supporting the Range of Learners

This section of the chapter addresses processes and structures at the classroom, school, and district levels for planning instruction and systems to support all of California's learners in transitional kindergarten through grade twelve. It begins with a discussion of Universal Design for Learning and then presents information about Multi-Tiered System of Supports and the implementation of culturally and linguistically responsive pedagogy.

Universal Design for Learning

Universal Design for Learning (UDL) is a research-based framework for guiding educational practice. (See <http://www.cast.org> and <http://www.udlcenter.org>.) Based on the premise that one-size-fits-all curricula create unintentional barriers to learning for many students, including the mythical average student, UDL focuses on **planning instruction** to meet the varied needs of students. UDL is not a special education initiative. Rather, UDL acknowledges the needs of all learners at the point of *planning* and *first teaching*, thereby reducing the amount of follow-up and alternative instruction necessary.

UDL involves the use of effective teaching practices and the intentional differentiation of instruction from the outset to meet the needs of the full continuum of learners. Teachers who employ UDL attend to how information is represented as well as choices for student engagement, action, and expression. In other words, as they plan, general education teachers consider different ways of stimulating students' interest and motivation for learning, different ways to present information and content, and different ways that students can express what they know—all based on students' needs and assets and strengths (CAST 2013). Principles and guidelines for the implementation of UDL are summarized in figure 9.8, which is followed by a more detailed text discussion.

Figure 9.8. UDL Principles and Guidelines

Principle <i>Provide multiple means of . . .</i>	Guidelines <i>Provide options for . . .</i>
I. Engagement	Self-Regulation Effort and Persistence Recruiting Interest
II. Representation	Comprehension Language, Mathematical Expressions, and Symbols Perception
III. Action and Expression	Executive Functions Expression and Communication Physical Action
Source CAST. 2013. <i>Universal Design for Learning Guidelines Version 2.0</i> . Wakefield, MA: Author.	

Principle I: Provide multiple means of engagement to tap individual learners’ interests, challenge them appropriately, and motivate them to learn.

Guideline 1: Provide options for self-regulation.

- Promote expectations and beliefs that optimize motivation (e.g., help students set personal goals).
- Facilitate personal coping skills and strategies (e.g., share checklists for managing behavior).
- Develop self-assessment and reflection (e.g., support students in identifying progress toward goals).

Guideline 2: Provide options for sustaining effort and persistence.

- Heighten salience of goals and objectives (e.g., periodically discuss a targeted goal and its value).
- Vary demands and resources to optimize challenge (e.g., offer structures for group work and discuss expectations).
- Foster collaboration and communication (e.g., offer structures for group work and discuss expectations).
- Increase mastery-oriented feedback (e.g., provide timely and specific feedback).

Guideline 3: Provide options for recruiting interest.

- Optimize individual choice and autonomy (e.g., provide learners choice in the order they accomplish tasks).
- Optimize relevance, value, and authenticity (e.g., provide home and community audiences for students’ work).
- Minimize threats and distractions (e.g., ensure respectful interactions and provide quiet spaces).

Principle II: Provide multiple means of representation to give students various ways of acquiring, processing, and integrating information and knowledge.

Guideline 4: Provide options for comprehension.

- Activate or supply background knowledge (e.g., use advanced organizers and make explicit cross-curricular connections).
- Highlight patterns, critical features, big ideas, and relationships (e.g., use outlines to emphasize important ideas or draw students' attention to critical features).
- Guide information processing, visualization, and manipulation (e.g., provide explicit prompts for each step in a sequential process).
- Maximize transfer and generalization (e.g., embed new ideas in familiar contexts).

Guideline 5: Provide options for language, mathematical expressions, and symbols.

- Clarify vocabulary and symbols (e.g., provide a glossary or graphic equivalents or teach word components).
- Clarify syntax and structure (e.g., highlight transition words).
- Support decoding of text or mathematical notation (e.g., use digital text with accompanying human voice recording).
- Promote understanding across languages (e.g., use the language of the students).
- Illustrate key concepts through multiple media (e.g., provide illustrations, simulations, or interactive graphics or make explicit the connections between text and illustrations, diagrams, or other representations of information).

Guideline 6: Provide options for perception.

- Customize the display of information (e.g., change the size of text or images or changing the volume of speech).
- Provide alternatives for auditory information (e.g., provide written transcripts or use American Sign Language).
- Provide alternatives for visual information (e.g., provide descriptions of images, tactile graphics, or physical objects).

Principle III: Provide multiple means of action and expression to provide students with options for navigating and demonstrating learning.

Guideline 7: Provide options for executive functions.

- Guide appropriate goal-setting (e.g., support learners in estimating the difficulty of a goal).
- Support planning and strategy development (e.g., support learners in identifying priorities and a sequence of steps).
- Facilitate managing information and resources (e.g., provide guides for note-taking).
- Enhance capacity for monitoring progress (e.g., prompt learners to identify the type of feedback they seek).

Guideline 8: Provide multiple tools for construction and composition.

- Use multiple media for communication (e.g., provide options for composing, such as in text and film).

- Provide appropriate tools for composition and problem solving (e.g., provide concept mapping tools).
- Build fluencies with graduated levels of support for practice and performance (e.g., provide more or less scaffolding depending upon the learner).

Guideline 9: Provide options for physical action.

- Vary the methods for response and navigation (e.g., provide learners with alternatives to responding on paper).
- Integrate assistive technologies (e.g., have touch screens and alternative keyboards accessible).

When initial instruction is planned in a way that flexibly addresses learner variability, more students are likely to succeed. Fewer students will find initial instruction inaccessible, and therefore fewer require additional, alternative “catch up” instruction.

Multi-Tiered System of Supports

A coordinated system of supports and services is crucial for ensuring appropriate and timely attention to students’ needs. The Multi-Tiered System of Supports (MTSS) model expands California’s Response to Intervention and Instruction (RtI²) process by aligning all systems of high-quality first instruction, support, and intervention and including structures for building, changing, and sustaining systems. The foundational structures of MTSS include high-quality core instruction using UDL principles and appropriate supports, strategies, and accommodations. In addition, assessment processes and progress monitoring are employed to allow for a data-based, problem-solving approach to instructional decision-making.

Like RtI², MTSS incorporates the three tiered structure of increasing levels of supports beginning with the establishment of strong core instruction in Tier 1. These tiers reflect the intensity of instruction, not specific programs, students, or staff (i.e., Title 1 or special education). The tiers are discussed here and displayed in figure 9.9.

- **Tier 1:** Tier 1 core or universal instruction, also known as *first teaching*, is differentiated instruction delivered to **all students in general education**. Differentiated instruction entails the use of a variety of evidence-based instructional approaches and the use of appropriate materials and curriculum in response to the interests, preferences, and readiness of diverse learners. It is not a program but a way for teachers to think effectively about whom they teach, where they teach, and how they teach to maximize all students’ academic potential (Glass 2012). Teachers design instruction for this tier in accordance with the principles of UDL (see previous section in this chapter). The goal is for all students to receive high-quality, standards-aligned instruction, using culturally and linguistically responsive teaching (see next section in this chapter), that meets the full range of student needs. ELD instruction (both integrated and designated ELD) is part of this core first teaching for ELs. Expectations for behavior are made explicit. Valid universal screenings that identify students’ progress toward identified goals are reliably administered to ensure that all students benefit from core instruction. Tier 1 instruction should result in no less than 80% of students achieving grade-level expectations. If less than 80% succeed in Tier 1 instruction, schools should engage in close examination of the curriculum and teaching practices and make appropriate adjustments.

Like RtI², MTSS incorporates the three tiered structure of increasing levels of supports beginning with the establishment of strong core instruction in Tier 1. These tiers reflect the intensity of instruction, not specific programs, students, or staff (i.e., Title 1 or special education).

*Tier 2 instructional supports are provided to students **in addition** to what they receive in Tier 1. The supplemental instruction provided in Tier 2 may be an extension of the core curriculum utilized in Tier 1 or may include instruction and materials specifically designed for temporary intervention.*

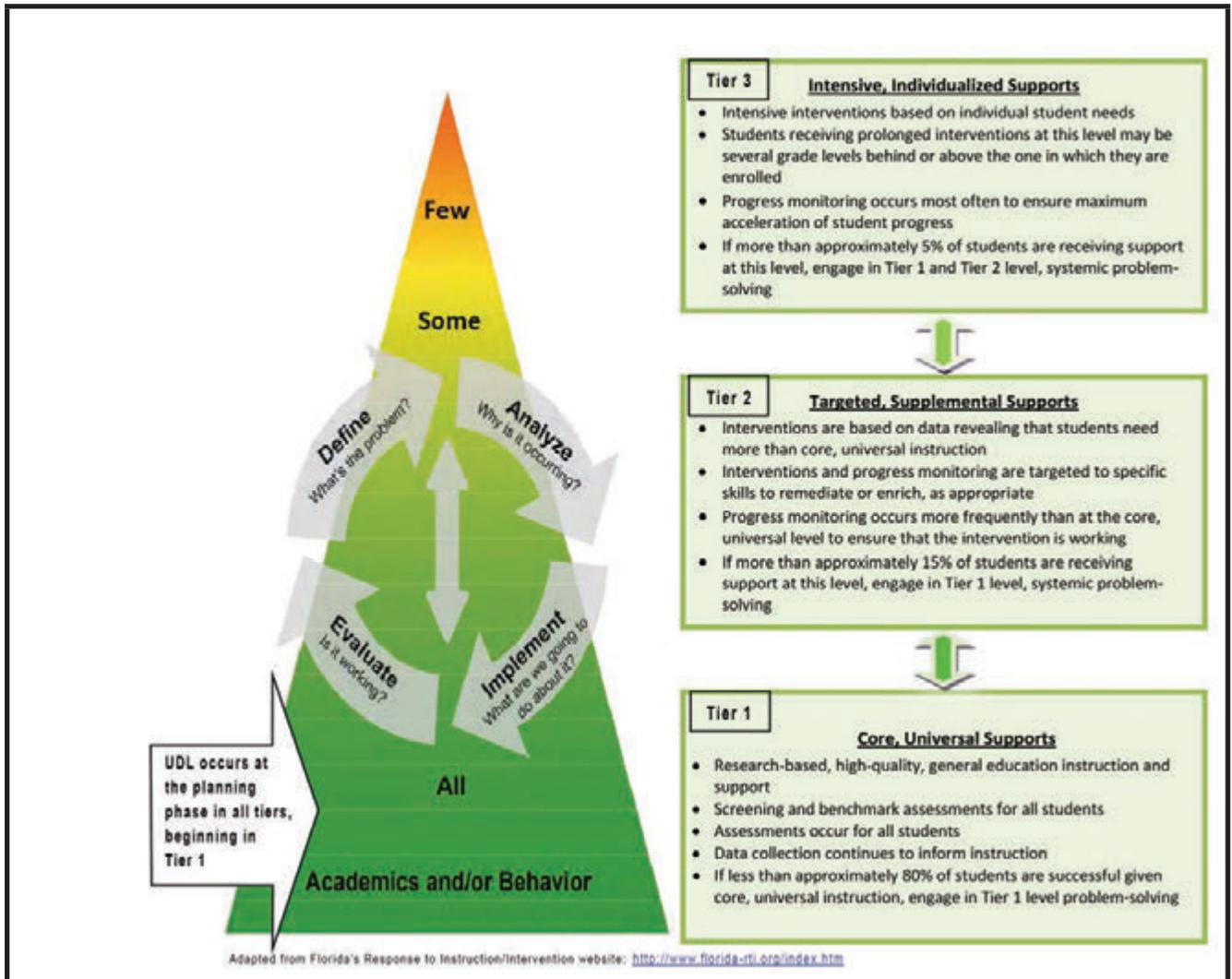
- **Tier 2:** Tier 2 is strategic, targeted instruction and support provided to **some students**—those who are not progressing or responding to Tier 1 efforts as expected. Generally, no more than 15% of students receive support at this level because Tier 1, first teaching, meets the needs of individual learners. Tier 2 instructional supports are provided to students **in addition** to what they receive in Tier 1. The supplemental instruction provided in Tier 2 may be an extension of the core curriculum in Tier 1 or may include instruction and materials specifically designed for temporary intervention. Tier 2 instruction may take a variety of forms. For example, at the elementary level, Tier 2 support might entail 30 minutes of daily targeted instruction to small groups for six to eight weeks. At the secondary level, Tier 2 support might include temporary support (before, during, or after school) in which students preview or revisit concepts taught in the core curriculum. Schools or districts determine the model in accordance with

local needs and structures. In both elementary and secondary settings, targeted students are provided more time and more focused instruction directed to specific learning needs, and students' progress toward identified goals is monitored frequently. The expectation is that supplemental support is temporary and that students will make significant growth that enables them to succeed in Tier 1.

- **Tier 3:** Tier 3 consists of intensive intervention. It is necessary for **very few students**, approximately five percent. Students who receive these services are those who have experienced difficulty with the grade-level standards in the general education curriculum and have not benefitted sufficiently from Tier 2 supplemental instruction. More intensive, Tier 3, intervention occurs in a learning center or is provided at a different pace than Tier 2 instruction. The instruction for elementary students in Tier 3 may be for 40–60 minutes daily for a period of six to eight weeks, although some students may need intensive intervention for longer periods of time. Tier 3 intervention for secondary students may consist of a double block of daily instruction for a semester or longer. Instruction focuses on skill and concept development. However, access and alignment to grade-level CA CCSS for ELA/Literacy and CA ELD Standards (for ELs) is critical for these students and careful planning is required to integrate interventions and standards and to provide access to the full range of curricula and extracurricular programs. In both elementary and secondary settings, the instructional goal is to provide research-based intervention more often and for longer periods of time with reduced student/teacher ratios. The intention is to accelerate students' progress so they can return to and succeed in the core instructional program, that is, Tier 1.

In both elementary and secondary settings, the instructional goal [in Tier 3] is to provide research-based intervention more often and for longer periods of time with reduced student/teacher ratios. The intention is to accelerate students' progress so they can return to and succeed in the core instructional program, that is, Tier 1.

Figure 9.9. Multi-Tiered System of Supports (MTSS)

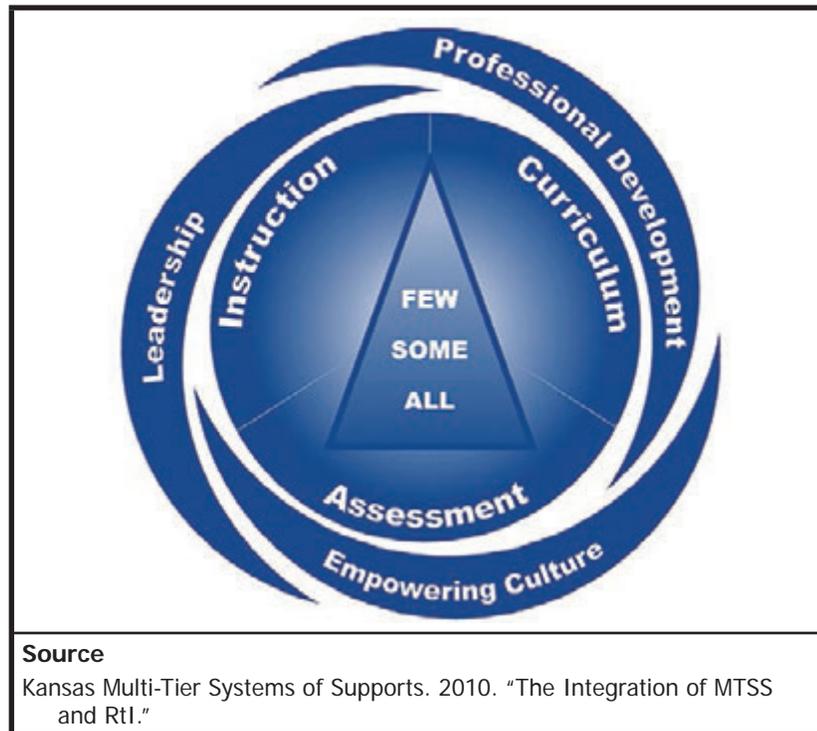


Source

Adapted from Florida's Positive Behavior Support Project. 2011. "Department of Education Implementing a Multi-Tiered System of Support for Behavior: A Practical Guide." Tampa, FL: University of South Florida.

MTSS occurs in the context of well-designed curricula, effective instruction, and a comprehensive assessment system, as well as effective leadership, professional learning, and an empowering culture for all educators, students, and families. (See figure 9.10.) Schools and districts should establish a carefully-defined framework for MTSS, including a leadership team and organizational structures, routines for program evaluation and progress monitoring of students, initial and ongoing professional learning for all educators, and clear two-way communication between parents and educators.

Figure 9.10. The Larger Context of MTSS



Instruction and assessment should be both *linguistically and culturally congruent* in order to be appropriate for ELs (Brown and Doolittle, 2008), and students' cultural and linguistic backgrounds should be taken into account when determining appropriate approaches to instruction and intervention. For additional information, see the section in this chapter on linguistic and cultural congruence for ELs.

Culturally and Linguistically Responsive Teaching

In order to create truly equitable classrooms, schools, and districts—ones that support all students' achievement of the goals of ELA/literacy programs (see outer ring of figure 9.1; see also chapters 1 and 2 in this *ELA/ELD Framework*)—educators should continuously strive for social justice, access, and equity. This requires educators to adopt a stance of inquiry toward their practice and to engage in ongoing, collaborative discussions with their colleagues about challenging issues, including race, culture, language, and equity. The National Center for Culturally Responsive Educational Systems (NCCRESt) highlights the importance of creating a shared responsibility for cultural responsiveness:

Culturally responsive educational systems are grounded in the belief that we live in a society where specific groups of people are afforded privileges that are not accessible to other groups. By privileging some over others, a class structure is created in which the advantaged have more access to high quality education and later, more job opportunities in high status careers. This leads to socio-economic stratification and the development

of majority/minority polarity. We can turn the tide on this institutionalized situation by building systems that are responsive to cultural difference and seek to include rather than exclude difference. . . . Moreover, culturally responsive educational systems create spaces for teacher reflection, inquiry, and mutual support around issues of cultural differences. (NCCRESt 2008, 15)

Culturally and linguistically responsive teaching and equity-focused approaches emphasize validating and valuing students' cultural and linguistic heritage—and all other aspects of students' identities—while also ensuring their full development of academic English and their ability to engage meaningfully in a range of academic contexts across the disciplines, as emphasized in figure 9.11.

Figure 9.11. Culturally and Linguistically Responsive Teaching

Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of color maintain identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride. Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization.

Source

Los Angeles Unified School District. 2012. *LAUSD English Learner (EL) Master Plan*. Los Angeles Unified School District.

Simply immersing students in standard English (SE) and ignoring differences between SE and the dialects of English that SELs use (or students' primary languages), and any cultural differences, is ineffective and not conducive to a positive and productive learning environment.

Simply immersing students in standard English (SE)⁶ and ignoring differences between SE and the dialects of English that SELs use (or students' primary languages), and any cultural differences, is ineffective and not conducive to a positive and productive learning environment. For example, students who are SELs may be unaware of language differences between SE and their home dialect because, as Rickford (1999, 12) points out, "extensive overlaps in vocabulary, phonology, and grammar can cause speakers to miss subtle but significant differences between their own and the target dialect." As awareness and appreciation of language and cultural diversity increase, misunderstanding and miscommunication in classrooms and schools decrease. Teachers should adopt an asset-based stance toward

the culture and language of their students and an additive approach to their students' language development by enacting the following principles:

- **Self-educate.** Teachers develop an awareness of and positive disposition toward their students' cultural and linguistic heritage, their communication styles, and of their students' dialects of English (LeMbine 1999; McIntyre and Turner 2013; Moll, Amanti, Neff, and González 1992).

6 See earlier in this chapter for a discussion on Standard English and Standard English Learners (SEL).

- **Draw on and value students' cultural backgrounds.** Teachers learn about their students' lives and make connections between their students' experiences, backgrounds, and interests and school content learning (McIntyre and Turner 2013).
- **Address language status.** Teachers treat all languages and all dialects of English in the classroom as equally valid and valuable and take the stance that multilingualism and dialect variation is natural. In addition, teachers make transparent for their students, in developmentally appropriate ways, that while standard English (SE) is the type of English "privileged" in school, bilingualism and bidialecticism, or proficiency in multiple dialects of English, are highly valued assets (Harris-Wright 1999).
- **Expand language awareness.** Teachers develop their students' understandings of how, why, and when to use different registers and dialects of English to meet the expectations of different contexts. Teachers balance activities that develop students' awareness of English varietal differences and similarities while also acknowledging the need for students to fully develop academic English. When appropriate, teachers include their students' primary language or dialect in instruction. Making the hidden curriculum of language visible in respectful and pedagogically sound ways is one way of ensuring the civil rights of linguistically diverse students (Christie 1999; Delpit 2006).
- **Support the development of academic English.** Teachers focus instruction on intellectually rich and engaging tasks that allow students to use academic English in meaningful ways. Teachers also make transparent to students how academic English works to make meaning in different disciplines (disciplinary literacy). This includes helping students to develop *register awareness* so that they understand how to meet the language expectations of different contexts and disciplines (Schleppegrell 2004; Spycher 2013).
- **Promote pride in cultural and linguistic heritage.** Language and culture are inextricably linked, and students' dispositions toward school learning are affected by the degree to which schools convey that students' cultural and linguistic heritage are valued. Therefore, teachers allow—and indeed encourage—their students to use their primary language(s) and/or home dialects of English when appropriate in the classroom and infuse cultural and linguistic heritage and pride into the curriculum (Gay 2000).

Instructional approaches that promote students' awareness of and understandings about language variety are particularly useful for supporting students' linguistic development and positive language identity. Central to these approaches is the notion that informal or formal, standard or nonstandard ways of using English are neither right nor wrong but rather more or less appropriate in particular situations and contexts. Rather than framing conversations about language use as "correcting grammar errors," Wheeler and Swords (2010, 17) show how teachers can recognize that "these linguistic patterns are not typically errors but are systematic vernacular rules for different varieties of English" (17). Chisholm and Godley (2011, 434) suggest three combined approaches that enhance students' knowledge about language variation.

Instructional approaches that promote students' awareness of and understandings about language variety are particularly useful for supporting students' linguistic development and positive language identity.

- Teaching explicitly about widespread dialects in the United States or within students' communities
- Holding student-centered discussions about the relationship among language, power, and language ideologies
- Asking students to research language use in their own lives

Figure 9.12 illustrates how teachers support their students to “translate, change, and code-switch” from one variety of English to another and add standard English to their existing linguistic repertoires (Wheeler and Swords 2010, 17).

Figure 9.12. New Ways of Talking About Language

Instead of	Try this
<p>Thinking in terms of</p> <ul style="list-style-type: none"> • proper or improper • good or bad 	<p>See language as</p> <ul style="list-style-type: none"> • appropriate or inappropriate • effective or ineffective in a specific setting
<p>Talking about grammar as</p> <ul style="list-style-type: none"> • right or wrong • correct or incorrect 	<p>Talk about grammar as</p> <ul style="list-style-type: none"> • patterns • how language varies by setting and situation
<p>Thinking that students</p> <ul style="list-style-type: none"> • make mistakes or errors • have problems with plurals, possessives, tense, etc. • “left off” an <i>-s</i>, <i>-'s</i>, <i>-ed</i> 	<p>See students as</p> <ul style="list-style-type: none"> • following the language patterns of their home language or home varieties of English • using grammatical patterns or vocabulary that is different from Standard English
<p>Saying to students</p> <ul style="list-style-type: none"> • “should be,” “are supposed to,” “need to correct” 	<p>Invite students</p> <ul style="list-style-type: none"> • to <i>code-switch</i> (choose the type of language appropriate for the setting and situation)
<p>Red notes in the margin</p> <ul style="list-style-type: none"> • correcting students' language 	<p>Lead students to</p> <ul style="list-style-type: none"> • compare and contrast language • build on existing knowledge and add new language (Standard English) • understand how to <i>code-switch</i> appropriately
<p>Source Adapted from Wheeler, Rebecca S., and Rachel Swords. 2010. <i>Code-Switching Lessons: Grammar Strategies for Linguistically Diverse Writers</i>, 17. Portsmouth, NH: Heinemann</p>	

A growing number of efforts to implement culturally and linguistically informed instructional approaches have shown that all students, including SELs and ELs, improve academically when they develop explicit awareness of the social and grammatical expectations for language use (LeMoine 1999; Spycher, 2013; Sweetland 2006; Taylor 1991; Wheeler and Swords 2004, 2006). However, more work in this area is needed to ensure teachers are supported to implement and sustain innovative pedagogy.

Instructional Practices for Supporting Students Experiencing Difficulty Reading

Support for students experiencing difficulty begins with close attention to students' progress and, in the case of ELs, includes consideration of primary language and literacy skills, knowledge, and abilities.

In this section, guidance is provided regarding research-based instruction for students who are experiencing difficulty with reading, whether due to a disability or not. As noted in a previous section of this chapter, the largest group of students with disabilities consists of students with specific learning disabilities, which often involves difficulty in reading. In addition, many students *without* disabilities demonstrate poor reading achievement. Presented here are general guidelines for supporting students experiencing difficulty with reading; **what is appropriate for individuals depends on many factors**, including the particular needs, age, language proficiency in English and in the primary language, cultural and linguistic backgrounds, circumstances, and past experiences of the students. In all cases, instruction should take place in the context of a supportive, respectful environment that communicates high

expectations. Furthermore, attention needs to be paid to student motivation. (See the introduction and chapter 2 in this *ELA/ELD Framework*.)

Support for students experiencing difficulty begins with close attention to students' progress and, in the case of ELs, includes consideration of primary language and literacy skills, knowledge, and abilities. Ideally, students complete the primary grades with a good working command of foundational skills; a rapidly expanding vocabulary and increasing proficiency with complex grammatical structures; a developing body of content knowledge across the disciplines; the ability to comprehend and communicate about a variety of text types on their grade level, including making inferences and connections with other texts and knowledge; and an interest in engaging with texts both as composers and consumers. This early solid foundation best positions all learners for future success.

However, even when learners receive the highest quality, differentiated first instruction (UDL and MTSS Tier 1), some may experience difficulty for any number of reasons. The most effective interventions occur at the first sign of difficulty, whatever the grade level. Teachers should be observant and responsive, and MTSS should be in place in schools. Much can be accomplished with immediate action. Some interventions are short term; others demand more time. The more severe the difficulty or the older the student, the more time is required. Vaughn and her colleagues (2012b, 523) note "there is accumulating evidence that remediating reading problems in students after fourth grade will require a long-term commitment; it may be necessary to provide reading interventions throughout secondary school while also increasing instructional practices such as vocabulary and comprehension enhancements within content-area instruction." Attentive educators and careful diagnosis, therefore, are crucial (see chapter 8).

The most effective interventions occur at the first sign of difficulty, whatever the grade level. Teachers should be observant and responsive, and MTSS should be in place in schools. Much can be accomplished with immediate action.

A report by Vaughn and others (2012a, 5) identifies research-based practices for supporting students experiencing difficulty with reading. The practices are summarized here. Many overlap with the recommendations provided by Gersten and colleagues (2008). ***Depending upon students' responses to differentiated first instruction and to initial interventions and depending upon their particular needs, ages, circumstances, and past experiences***, the following practices result in achievement gains.

- Integrating strategies that support cognitive processing (e.g., self-regulation and memory) with academic instruction by:
 - Thinking aloud to demonstrate, for example, approaches to a task and reflections on a text
 - Teaching students to use self-regulation strategies by, for example, asking what they do when they do not recognize a word in a text
 - Teaching students to be metacognitive and to identify and repair *breakdowns* in understanding
 - Teaching explicitly memory enhancement techniques, such as taking notes and using graphic organizers or other text organizers
 - Providing task-specific feedback (e.g., “your organizing paragraph in this paper made it clear what you are addressing throughout, which is very helpful to readers”) rather than person-directed feedback (e.g., “you are a good writer”) so students attribute success to effort and behavior rather than personal, fixed abilities
- Intensifying instructional delivery by:
 - Making instruction explicit, which includes clear explanations and teacher modeling
 - Making instruction systematic, which includes breaking down complex skills into manageable chunks and sequencing tasks from easier to more difficult with the provision of scaffolding to control the level of difficulty
 - Providing students with frequent opportunities to respond and practice with immediate and precise, task-specific teacher feedback
 - Providing students with independent practice, appropriately developed so that students demonstrate mastery of new skills at a high level of success
- Increasing instructional time by increasing one or more of the following, as appropriate for the age, characteristics, needs, and progress of the students while also balancing time for interventions with time for other curricular areas:
 - Frequency of intervention (e.g., from three days to five days a week)
 - Length of instructional sessions (e.g., from 20 minute to 30 minutes per session—age and engagement of the learner needs to be considered)
 - Duration of intervention (that is, extend the period of time over which interventions are delivered from 20 sessions, for example, to 40 sessions)
 - Ratio of teachers to students by reducing group size

Snapshot 9.3 illustrates one way that a teacher might intensify instructional delivery by making instruction explicit, including giving clear explanations and modeling a task before students engage in it themselves.

Snapshot 9.3. Direct Instruction of Metaphors with Students Who Have a Learning Disability and Those Experiencing Difficulty in ELA in Grade Four

Mr. Fajardo's fourth-grade class consists of several students with learning disabilities, and nearly half the class is achieving below grade level in reading and writing. He knows that his students require explicit, carefully sequenced instruction along with ample practice and immediate feedback in order to achieve lesson objectives. Employing a direct instruction model of teaching (see chapter 2 of this *ELA/ELD Framework*), he begins a lesson on verbs as metaphors by reminding the students of a book he and the class recently enjoyed. He opens the book and reads aloud a metaphor he had tagged. He indicates pleasure with the author's language, drawing attention to the figurative language: *Listen to that! Madeleine L'Engle writes, 'The moon ripped through' the clouds! What a terrific image—almost violent! That matches the setting. It was a stormy night.* He states that the objective of the current lesson is that the students will be able to identify this type of metaphor. He reminds them that they already know about nouns as metaphors. At the conclusion of today's lesson, they will be able to define verb metaphors and determine whether a statement contains a metaphorical use of a verb. Mr. Fajardo explains that this is important because metaphors of several kinds are commonly used in oral and written text—as well as in popular culture, such as songs and raps—and are a powerful way to convey ideas. Understanding how to analyze the figurative language helps readers to better understand the meanings in texts.

Mr. Fajardo then provides his students with a definition of the concept, written on a chart, and he returns to the example he shared at the opening of the lesson. He writes the metaphor on the same chart and notes explicitly how it meets the definition. He provides a number of additional examples, including *He shot down my idea* and *My heart filled with joy* and writes them on the chart, too. He contrasts them with sentences that do not contain metaphorical use of verbs. Mr. Fajardo then uses a document camera to reveal, one at a time, eight statements. When he reads each one aloud, the students use their personal red and green cards, with which they have had ample practice in other lessons, to indicate whether or not the statement being displayed contains a verb used as a metaphor. They hold up the green card if it does and the red card if it does not. Mr. Fajardo closely observes students' responses, checking for understanding, and provides additional explanation to the group as appropriate.

Then, students are given time to practice with a peer. Each pair is provided a set of sentence strips. Some sentences include verb metaphors; others do not. The student pairs sort the strips into two groups while Mr. Fajardo circulates and provides assistance as necessary, all the while encouraging the students to explain their thinking to one another and decide collaboratively whether the examples contain verb metaphors. When the students have completed the sorting, they briefly discuss each sentence again and identify and highlight the verb metaphor. Mr. Fajardo reconvenes the class and posts the sentences with verb metaphors on the chart so that now there are many examples for students to refer to as models for their own writing. He summarizes the lesson and restates the objective. For independent practice, the students record any verb metaphors they find in the texts they are reading independently or that they observe being used in conversations or in media, such as songs or television newscasts. They bring their examples to class the following day and share them, and Mr. Fajardo adds the examples to the growing chart.

Resources

L'Engle, Madeleine. *A Wrinkle in Time*. 1962. New York: Dell.

CA CCSS for ELA/Literacy: L.4.5; RL.4.4

Regular, careful monitoring of students' progress (including students' behavior and attitudes) should occur to ensure that instructional approaches and interventions are appropriate and effective.

Regular, careful monitoring of students' progress (including students' behavior and attitudes) should occur to ensure that instructional approaches and interventions are appropriate and effective. Formative assessment—assessment conducted in the moment in the immediate context of instruction—can prove very valuable for informing instruction. (See chapter 8 for more on formative assessment as an integral part of instruction.)

Of critical importance is the monitoring of children's acquisition of foundational skills in the early grades because acquisition of these skills is fundamental to progress in literacy achievement. Children experiencing difficulty with the code, including building fluency, should be provided immediate support. Intensifying instruction, increasing instructional time, reducing group size, and providing ample practice with text in meaningful contexts are crucial for these students.

Given the complex nature of English language arts and literacy, it is imperative that teachers recognize the many ways students may experience difficulty. Among them are difficulties with the code, difficulties making meaning, language limitations (e.g., limited vocabulary), and inadequate relevant content knowledge. In addition, students may not be engaged for any number of reasons, including that they are not motivated by the curriculum, instruction, or texts or that they do not perceive themselves as having the potential to achieve at the same level as their peers in the classroom context. Any of these areas may need to be the target of support. In addition, it is also important for teachers of ELs to recognize that, by definition, ELs are learning English as they are also engaging in literacy tasks in English. What may appear to be a reading difficulty may, in fact, be normal English language development. For additional information on determining appropriate instruction and intervention approaches for ELs, see *A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners* (Brown and Doolittle 2008).

As noted in the report by Vaughn and others (2012a) previously summarized, systematic instruction includes breaking down complex tasks into smaller segments. As they plan for and implement instruction, teachers may find it helpful to analyze the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards, to identify what students need to be able to do. Figure 9.13 identifies some components of a sampling of the CA CCSS for ELA/Literacy.

Given the complex nature of English language arts and literacy, it is imperative that teachers recognize the many ways students may experience difficulty. Among them are difficulties with the code, difficulties making meaning, language limitations (e.g., limited vocabulary), and inadequate relevant content knowledge.

Figure 9.13. Components of Four CA CCSS for ELA/Literacy

CA CCSS for ELA/Literacy	Among the components are the following:
RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> • Isolate and pronounce <ul style="list-style-type: none"> - initial sounds (phonemes) in spoken single-syllable words - medial vowel sounds (phonemes) in spoken single-syllable words - final sounds (phonemes) in spoken single-syllable words
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<ul style="list-style-type: none"> • Identify an overall <ul style="list-style-type: none"> - chronology text structure - comparison text structure - cause-effect text structure - problem/solution text structure • Compare overall chronology and comparison text structures (and other combinations of overall text structures) of two or more texts • Contrast overall cause/effect and problem/solution text structures (and other combinations of overall text structures) of two or more texts
SL.2.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. a. Give, restate, and follow simple two-step directions.	<ul style="list-style-type: none"> • Ask questions about <ul style="list-style-type: none"> - details in a text read aloud - information presented orally or through other media • Answer questions about <ul style="list-style-type: none"> - details in a text read aloud - information presented orally or through other media • Give simple two-step directions • Restate simple two-step directions • Follow simple two-step directions
WHST.9–10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the <ul style="list-style-type: none"> - development is appropriate to task, purpose, and audience - organization is appropriate to task, purpose, and audience - style is appropriate to task, purpose, and audience

A significant aspect of the CA CCSS for ELA/Literacy and the CA ELD Standards is student engagement with complex texts. All students are provided abundant opportunities, along with appropriate instructional support, to engage with texts that are more challenging than those they can read independently. In chapter 2 of this framework, figure 2.10 displays strategies for supporting all learners' engagement with complex text and additional supports for linguistically diverse learners. Here, figure 9.14 duplicates figure 2.10 and adds a column in which particular supports for students with learning disabilities or who are experiencing difficulty with reading are offered. The figure provides general guidelines, and any of the strategies may be useful for any student. It is important that teachers know their students, assess their understanding during instruction, and appreciate that students' successful engagement with complex texts demands well-planned and thoughtfully implemented teaching.

Figure 9.14. Strategies for Supporting Learners’ Engagement with Complex Text

Strategies	Teachers support <i>all</i> students’ understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .	Additional, amplified, or differentiated support for students with learning disabilities or students experiencing difficulties with reading may include . . .
Background Knowledge	<ul style="list-style-type: none"> Leveraging students’ existing background knowledge 	<ul style="list-style-type: none"> Drawing on primary language and home culture to make connections with existing background knowledge Developing students’ awareness that their background knowledge may “live” in another language or culture 	<ul style="list-style-type: none"> Providing visual supports and think-alouds to aid in connecting new content to build background knowledge Engaging in activities to activate students’ relevant prior knowledge Previewing introductory materials
Comprehension Strategies	<ul style="list-style-type: none"> Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing) Providing multiple opportunities to employ learned comprehension strategies 	<ul style="list-style-type: none"> Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English 	<ul style="list-style-type: none"> Explicit modeling and discussion of strategies and opportunities for practice with guidance in meaningful contexts Ensuring ample opportunities for success
Vocabulary	<ul style="list-style-type: none"> Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered 	<ul style="list-style-type: none"> Explicitly teaching particular cognates and developing cognate awareness Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, –dad, –ión, –ía, –encia) that have the English counterparts (–ty, –tion/–sion, –y, –ence/–ency) 	<ul style="list-style-type: none"> Integrating media to illustrate/define/explain domain-specific vocabulary (e.g. <i>erosion, tsunami</i>) Planning for multiple opportunities to apply vocabulary knowledge Building from informal to formal understanding

Strategies	Teachers support <i>all</i> students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .	Additional, amplified, or differentiated support for students with learning disabilities or students experiencing difficulties with reading may include . . .
Text Organization and Grammatical Structures	<ul style="list-style-type: none"> • Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension 	<ul style="list-style-type: none"> • Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge • Drawing attention to grammatical differences between the primary language and English (e.g., word order differences) 	<ul style="list-style-type: none"> • Drawing attention to similarities and differences between the text organization, features, and structures of different text types
Discussions	<ul style="list-style-type: none"> • Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary 	<ul style="list-style-type: none"> • Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary 	<ul style="list-style-type: none"> • Strategically forming groups to best support students experiencing difficulty
Sequencing	<ul style="list-style-type: none"> • Systematically sequencing texts and tasks so that they build upon one another • Continuing to model close/analytical reading of complex texts during teacher read alouds while also ensuring students develop proficiency in reading complex texts themselves 	<ul style="list-style-type: none"> • Focusing on the language demands of texts, particularly those that may be especially difficult for ELs • Carefully sequencing tasks to build understanding and effective use of the language in them 	<ul style="list-style-type: none"> • Offering texts at students' readability levels that explain key ideas to build proficiency in reading in preparation for engaging students in more difficult text

Strategies	Teachers support <i>all</i> students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .	Additional, amplified, or differentiated support for students with learning disabilities or students experiencing difficulties with reading may include . . .
Rereading	<ul style="list-style-type: none"> Rereading the text or selected passages to look for answers to questions or to clarify points of confusion 	<ul style="list-style-type: none"> Rereading the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads) Repeated exposure to rich language over time, focusing on particular language (e.g., different vocabulary) during each reading 	<ul style="list-style-type: none"> Strategically chunking and rereading text to maintain engagement, to construct and clarify ideas and organize them, and to provide many successful reading opportunities
Tools	<ul style="list-style-type: none"> Teaching students to develop outlines, charts, diagrams, graphic organizers or other tools to summarize and synthesize content Teaching students to annotate text (mark text and make notes) for specific elements (e.g., confusing vocabulary, main ideas, evidence) 	<ul style="list-style-type: none"> Explicitly modeling how to use the outlines or graphic organizers to analyze/discuss a model text and providing guided practice for students before they use the tools independently Using the tools as a scaffold for discussions or writing 	<ul style="list-style-type: none"> Offering technology tools to develop outlines, charts, diagrams, or graphic organizers to summarize and synthesize content Providing opportunities to collaboratively (with the teacher and with peers) develop and use tools
Writing	<ul style="list-style-type: none"> Teaching students to return to the text as they write in response to the text and providing them with models and feedback 	<ul style="list-style-type: none"> Providing opportunities for students to talk about their ideas with a peer before (or after) writing Providing written language models (e.g., charts of important words or powerful sentences) Providing reference frames (e.g., sentence and text organization frames), as appropriate 	<ul style="list-style-type: none"> Using graphic organizers to help students organize their thoughts before writing Allowing for students to express ideas with labeled drawings, diagrams, or graphic organizers

In addition to monitoring students' progress and immediately providing appropriately adjusted instruction, it is essential to involve and listen to parents and families. They can provide crucial information and insights about the learner, and their influence on students' learning and motivation is considerable (Roberts 2013).

Linguistic and Cultural Congruence for ELs

Instruction and assessment should be both *linguistically and culturally congruent* (Brown and Doolittle 2008), and students' linguistic and cultural backgrounds should be taken into account when determining appropriate approaches to instruction and intervention. Special consideration is given to a student's linguistic proficiency in their primary language, and a strategic combination of primary language proficiency assessments, English language proficiency assessments, and English literacy assessments helps teachers to tailor their language and literacy instruction and monitor progress appropriately (Esparza-Brown and Sanford 2011; Linan-Thompson and Ortiz 2009).

Instruction and assessment should be both linguistically and culturally congruent, and students' linguistic and cultural backgrounds should be taken into account when determining appropriate approaches to instruction and intervention.

If an EL student experiences difficulty with literacy achievement, educators should examine the type of instruction the student has received as well as student assessment data to determine if instruction has been linguistically and culturally appropriate and of sufficient quality. It is important to ensure that the student not be identified as erroneously needing intervention, including special education services, if initial instruction has been inadequate. As Brown and Doolittle (2008, 6) note

When an ELL student becomes a focus of concern, the instructional program itself must be examined to determine the match between the demands of the curriculum and the child's current level of proficiency in the language of instruction. It is important to examine the achievement of the student's "true peers" (similar language proficiencies, culture and experiential background) to see if they are excelling or not. If several "true peers" are struggling, this is an indication that the instruction is less than optimal for that group of students.

Careful attention to the particular linguistic and cultural learning needs of individual students ensures their opportunities to thrive in school and prevents disproportionate (under- and over-representation) of ELs and other student populations in special education. Guidance on using screening and progress monitoring tools for ELs relative to MTSS is provided in the National Center on Response to Intervention's *RTI for English Language Learners: Appropriately Using Screening and Progress Monitoring Tools to Improve Instructional Outcomes* (<http://www.rti4success.org/sites/default/files/rtiforells.pdf>) (Esparza-Brown and Sanford 2011).

Literacy Learning and Males

The disparity in educational performance between males and females has been widely reported in terms of college attendance and completion, high school completion, and reading test scores (Cornwell, Mustard, and Van Parys 2012) with females outperforming males across all categories and racial groups. An examination of the English language arts scores on the California Standards Test confirms this conclusion (CDE 2013). Cornwell, Mustard, and Van Parys argue that teachers (predominantly female in elementary school) disproportionately weigh behavior, such as sitting for long periods, demonstrating knowledge in the classroom, and supplying effort on assignments, in their assessments of children's performance.

Tailoring classroom instruction in literacy to capture and sustain the interest and effort of boys and young men has been advocated for many years, as well as to address the needs of African American males. Accordingly, the performance of males in literacy, particularly boys and young men of color, should receive special attention.

Tailoring classroom instruction in literacy to capture and sustain the interest and effort of boys and young men has been advocated for many years (Smith and Wilhelm 2002, 2006; Zambo and Brozo 2008), as well as to address the needs of African American males (Tatum 2006, 2008, 2009, McWhorter 2006). Accordingly, the performance of males in literacy, particularly boys and young men of color, should receive special attention.

Wood and Jocius (2013) recommend an approach for black males that incorporates culturally relevant texts, collaboration, and critical conversations. Engaging students with texts that reflect themselves as protagonists is important to help students make connections in more personal ways. “Teachers need

to carefully design literacy experiences that both encourage critical examination of texts and foster personal and emotional connections” (665). Tatum (2009) argues for literacy as a collaborative act and urges the selection of “enabling texts” that connect with the lives of African American adolescent males inside and outside of school. Serafini (2013) suggests a number of practices to reach all boys:

- Provide wider access to reading materials
 - Books and texts should focus on plot, be visually appealing, purposeful, relatable, edgy, and humorous
- Balance fiction and informational texts
 - Support browsing
 - Use shorter texts
 - Provide extended amounts of time to read
 - Reduce the focus on after reading activities
 - View reading as a social activity
 - Focus on visual and multimodal texts
 - Invite male readers into the classroom
 - Develop boys’ identities as readers

Actively engaging all youth in reading, writing, thinking, and communicating is critically important; it is even more so for boys and young men who may not otherwise see the potential of literacy for enriching and expanding their worlds.

Conclusion

California is committed to equity and access for all learners. Ensuring that students achieve their highest potential is a challenging and multi-faceted endeavor, but it is one that can be accomplished by knowledgeable, skillful, and dedicated teams of educators who work closely with families and equally dedicated communities. Our children and youth deserve no less, and our state and nation will be stronger as a result.

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Learning in the 21st Century

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The development of 21st century skills is one of four overarching goals of ELA/literacy and ELD instruction set forth in this framework: Students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century. These goals are displayed in the outer ring of figure 10.1. (See the introduction and chapter 2 of this *ELA/ELD Framework*.)

This chapter defines 21st century skills, describes their role in ELA/literacy and ELD programs, and presents associated instructional practices. It concludes with discussions of equitable access, professional learning and teacher support, and future directions. Several snapshots provide examples of effective practice.

Figure 10.1. Circles of Implementation of ELA/Literacy and ELD Instruction



21st Century Skills Defined

All students need to acquire the cognitive and social skills and dispositions that enable them to succeed in the dynamic, fast-paced, and complex world of the 21st century. Recognizing the challenges of the decades ahead, various education, business, and government groups identified sets of skills and dispositions deemed critical for the success of individuals in their pursuit of higher education and careers as well as for responsible citizenship—so called *21st century skills*. Although several frameworks exist that identify 21st century skills, this *ELA/ELD Framework* draws on three. The first two—those developed by the Partnership for 21st Century and the National Research Council's Committee on Defining Deeper Learning and 21st Century Skills—are comprehensive. They are organized differently, but they include many of the same skills. The third—developed by the Council of Chief State School Officers (CCSSO) and Asia Society Partnership for Global Learning—focuses on one set of 21st century skills: global competencies.

Partnership for 21st Century Skills

The Partnership for 21st Century Skills (P21) (<http://www.p21.org/>) is a national organization of educational nonprofits, foundations, and businesses that advocates for 21st century readiness for all students. Formed in 2002, the organization developed a framework for 21st century learning that consists of student outcomes and systems of support, the latter addressing standards and assessments, curriculum and instruction, professional development, and learning environments. Student outcomes, presented in figure 10.2, are organized into four categories: (1) core subjects (e.g., English, mathematics, science, social studies) and 21st century themes; (2) life and career skills; (3) learning and innovation skills; and (4) information, media, and technology skills. The California Department of Education joined the Partnership in 2013 and is integrating 21st century skills into all academic core content areas, as well as career and technical education.

Figure 10.2. Student Outcomes Identified by the Partnership for 21st Century Skills

Core Subjects and 21st Century Interdisciplinary Themes	Life and Career Skills	Learning and Innovation Skills (The "4Cs")	Information, Media, and Technology Skills
Themes include: <ul style="list-style-type: none"> • Global awareness • Financial, economic, business, and entrepreneurial literacy • Civic literacy • Health literacy • Environmental literacy 	<ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility 	<ul style="list-style-type: none"> • Creativity and innovation • Critical thinking and problem solving • Communication and collaboration 	<ul style="list-style-type: none"> • Information literacy • Media literacy • Information, communications, and technology literacy
<p>Source Partnership for 21st Century Skills, The. 2011a. <i>Overview: Framework for 21st Century Learning</i>.</p>			

Deeper Learning and 21st Century Skills

The Committee on Defining Deeper Learning and 21st Century Skills, commissioned by the National Research Council, was charged with defining “the set of key skills that are referenced by the labels ‘deeper learning,’ ‘21st century skills,’ ‘college and career readiness,’ ‘student centered learning,’ ‘next generation learning,’ ‘new basic skills,’ and ‘higher order thinking’” (National Research Council 2012, 1). The committee organized the skills into three broad categories or domains of competence: (1) cognitive competencies, including cognitive processes and strategies, knowledge, and creativity; (2) intrapersonal competencies, including intellectual openness, work ethic/conscientiousness, and positive core self-evaluation; and (3) interpersonal competencies, including teamwork and collaboration and leadership. Figure 10.3 provides information on these clusters.

The committee report suggests that deeper learning is essential for developing 21st century skills. Deeper learning is defined as “the process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations (i.e., transfer)” (National Research

Deeper learning is defined as “the process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations (i.e., transfer).”

Council 2012, 5). The committee report also states that transferable knowledge is the product of deeper learning and includes both knowledge of content and “knowledge of how, why, and when to apply this [content] knowledge” (6). In other words, students need to learn and apply the cognitive, intrapersonal, and interpersonal competencies now and in the future. Likewise, educators need to learn how to encourage their students’ development and strategic use of such skills.

Figure 10.3. Competencies Identified by the Committee on Defining Deeper Learning and 21st Century Skills

Cognitive Competencies	Intrapersonal Competencies	Interpersonal Competencies
<p>Cognitive Processes and Strategies Critical thinking, problem solving, analysis, reasoning, argumentation, interpretation, decision making, adaptive learning, executive function</p> <p>Knowledge Information literacy (research using evidence and recognizing bias in sources), information and communications technology literacy, oral and written communication, active listening¹</p> <p>Creativity Creativity, innovation</p>	<p>Intellectual Openness Flexibility, adaptability, artistic and cultural appreciation, personal and social responsibility (including cultural awareness and competence), appreciation for diversity, continuous learning, intellectual interest and curiosity</p> <p>Work Ethic/Conscientiousness Initiative, self-direction, responsibility, perseverance, productivity, grit, Type 1 self-regulation (metacognitive skills, including forethought, performance, and self-reflection), professionalism/ethics, integrity, citizenship, career orientation</p> <p>Positive Core Self-Evaluation Type 2 self-regulation (self-monitoring, self-evaluation, self-reinforcement) physical and psychological health</p>	<p>Teamwork and Collaboration Communication, collaboration, teamwork, cooperation, coordination, interpersonal skills, empathy/perspective taking, trust, service orientation, conflict resolution, negotiation</p> <p>Leadership Leadership, responsibility, assertive communication, self-presentation, social influence with others</p>

Source

National Research Council. 2012. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*, edited by James W. Pellegrino and Margaret L. Hilton. Committee on Defining Deeper Learning and 21st Century Skills. Washington, DC: The National Academies Press.

¹ As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include students who are deaf and hard of hearing using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access the general education curriculum with varying modes of communication.

CCSSO EdSteps Initiative and Asia Society Partnership for Global Learning

Both the Partnership for 21st Century Learning and the Committee on Defining Deeper Learning and 21st Century Skills include skills related to global or cultural awareness, appreciation of diversity, and collaboration with others. Similarly, recognizing that global competence is crucial for living and working in the global era of the 21st century, the Council for Chief State School Officers (CCSSO), in collaboration with the Asia Society Partnership for Global Learning, commissioned a task force to identify the capacities of a globally competent student. Global competence is defined as “the capacity and disposition to understand and act on issues of global significance” (Mansilla and Jackson 2011, xiii). The task force determined that students who are globally competent can perform the following:

- Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research
- Recognize perspectives, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully
- Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers
- Take action to improve conditions, viewing themselves as players in the world and participating reflectively

21st Century Skills and the Standards

Both the CA CCSS for ELA/Literacy and the CA ELD Standards are designed to support the development of broadly literate students who have the capacities of literate individuals necessary for success in college, careers, and civic participation in today’s world (CDE 2013b, 6). (See chapter 1 of this *ELA/ELD Framework*.) Development of 21st century skills is crucial for the realization of this goal, and many 21st century skills are integrated into the CCR Anchor Standards, the CA CCSS for ELA/Literacy, and the CA ELD Standards. Thus, as teachers support students’ achievement of these standards, they are at the same time supporting the development of many 21st century skills, and vice versa. Figure 10.4 displays the alignment between the capacities of literate individuals and a sampling of 21st century skills identified by the Partnership for 21st Century Skills (P21), the Committee on Defining Deeper Learning and 21st Century Skills (DL), and the CCSSO EdSteps Initiative and Asia Society Partnership for Global Learning (GL). The 21st century skills included in the figure are representative, not exhaustive.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards are designed to support the development of broadly literate students who have the capacities of literate individuals necessary for success in college, careers, and civic participation in today’s world.

Figure 10.4. Alignment Between the Capacities of Literate Individuals and 21st Century Skills Identified by the Partnership for 21st Century Skills (P21), Committee on Defining Deeper Learning and 21st Century Skills (DL), and the CCSSO EdSteps Initiative and Asia Society Partnership for Global Learning (GL)

Capacities of Literate Individuals	21st Century Skills
They demonstrate independence.	Self-direction (P21; DL) Metacognition (DL) Executive function (DL)
They build strong content knowledge.	Core subjects (P21) Knowledge (DL) Investigate the world (GL)
They respond to the varying demands of audience, task, purpose, and discipline.	Critical thinking and problem solving (P21) Perspective taking (DL) Communicate ideas (GL)
They comprehend as well as critique.	Critical thinking (P21; DL) Analysis (DL) Reasoning (DL)
They value evidence.	Informational literacy (P21) Reasoning (DL) Argumentation (DL)
They use technology and digital media strategically and capably.	Information, media, and technology skills (P21) Information and communications technology literacy (DL)
They come to understand other perspectives and cultures.	Global awareness (P21) Social and cross-cultural skills (P21) Cultural awareness and competence (DL) Appreciation for diversity (DL) Investigate the world (GL) Recognize perspectives (GL)

In the next sections of this chapter, five sets of 21st century skills and their relationship to the CA CCSS for ELA/Literacy and CA ELD Standards are highlighted. These include critical thinking, communication and collaboration, creativity and innovation (the “4Cs”), global competence, and technology skills.

Critical Thinking Skills

The need for students to think critically is emphasized by the CA CCSS for ELA/Literacy and CA ELD Standards at all levels and across all strands. Fostering critical thinking by marrying ELA/literacy and 21st century skills supports the development of students’ skills in literacy and responsible citizenship.

Critical thinking is inherent in the capacities of literate individuals. It is stated most clearly in the following:

Students comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning. (CDE 2013b, 6) (See also the introduction to this *ELA/ELD Framework*.)

Critical thinking is also one of the learning and innovation skills (the “4Cs”) identified by the Partnership for 21st Century Skills. (See figure 10.2 in this chapter.) Figure 10.5 displays the definition from the Partnership of 21st Century Skills of critical thinking, which, the Partnership argues, involves problem solving.

Figure 10.5. Critical Thinking

<p>Reason Effectively</p> <ul style="list-style-type: none">• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation <p>Use Systems Thinking</p> <ul style="list-style-type: none">• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems <p>Make Judgments and Decisions</p> <ul style="list-style-type: none">• Effectively analyze and evaluate evidence, arguments, claims, and beliefs• Analyze and evaluate major alternative points of view• Synthesize and make connections between information and arguments• Interpret information and draw conclusions based on the best analysis• Reflect critically on learning experiences and processes <p>Solve Problems</p> <ul style="list-style-type: none">• Solve different kinds of non-familiar problems in both conventional and innovative ways• Identify and ask significant questions that clarify various points of view and lead to better solutions
<p>Source Partnership for 21st Century Skills, The. 2009. <i>P21 Framework Definitions</i>, 4.</p>

Many of the CA CCSS for ELA/Literacy and CA ELD Standards demand critical thinking. Students evaluate text and consider claims. They determine points of view and explore the impact of word choices. They evaluate language use. Representative CCR Anchor Standards of the CA CCSS for ELA/Literacy and Critical Principles of the CA ELD Standards that require critical thinking are presented in figure 10.6.

Figure 10.6. Selected CCR Anchor Standards of the CA CCSS for ELA/Literacy and Critical Principles of the CA ELD Standards that Demand Critical Thinking

CCR Anchor Standard: Reading

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCR Anchor Standard: Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR Anchor Standard: Speaking and Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR Anchor Standard: Language

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 listening.

CA ELD Standards Critical Principle: Part I - Collaborative

3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

CA ELD Standards Critical Principle: Part I - Interpretive

6. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
7. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

CA ELD Standards Critical Principle: Part I - Productive

10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Justifying own arguments and evaluating others' arguments in writing

CA ELD Standards Critical Principle: Part II - Structuring Cohesive Texts

1. Understanding text structure and organization based on purpose, text type, and discipline

As students engage with texts, they learn to consider the following: Who is privileged? Who is marginalized? Who and what is missing? Who is the author? What is the author's objective? What are the author's perspectives and biases? Does the author adequately support claims?

Instruction in critical thinking occurs in all grade levels and with all students. As students engage with texts, they learn to consider the following: Who is privileged? Who is marginalized? Who and what is missing? Who is the author? What is the author's objective? What are the author's perspectives and biases? Does the author adequately support claims? These questions should be asked of every type of text in every discipline.

The *Model School Library Standards for California Public Schools, Kindergarten Through Grade Twelve* (<http://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf>) (CDE 2010) also provides grade-level standards that address evaluation of information in text and other sources. For example, students:

- Understand that the Internet contains accurate and inaccurate information. (Grade Two, Standard 2.1c)
- Identify the factors that make a source comprehensive, current, credible, authoritative, and accurate. (Grade Four, Standard 2.2a)
- Assess the author's evidence to support claims and assertions, noting instances of bias and stereotypes in a variety of visual and audio materials. (Grades Seven and Eight, Standard 2.1a)
- Evaluate online search results, demonstrating an understanding of how search engines determine rank or relevancy. (Grades Nine through Twelve, Standard 2.1a)

In addition, critical thinking is addressed in all academic core content areas and *California Career and Technical Education Model Curriculum Standards* (<http://www.cde.ca.gov/ci/ct/sf/documents/ctestdfontpages.pdf>) (CDE 2013a). It is important to note that critical thinking is not context-free; it is embodied in particular ways in different disciplines (National Research Council 2012).

The Model School Library Standards for California Public Schools, Kindergarten Through Grade Twelve also provides grade-level standards that address evaluation of information in text and other sources.

Snapshot 10.1. Online Cold War Museum Exhibit in Grade Eleven

As part of their study of U.S. foreign policy since World War II, students in an eleventh-grade history class select a topic for independent research. One student, Birtu, selects the Cold War and gathers and reviews relevant information from multiple authoritative print and digital sources, including those from outside the U.S., to ensure a variety of perspectives. Based on past instructional input and experiences, she critically analyzes the materials for bias and then makes decisions about which sources to use and identifies key information. Birtu then develops an online museum exhibit designed to answer the question, “What weapons were most successful in waging the Cold War?” Her exhibit includes a variety of virtual artifacts, including declassified Department of State documents, Presidential Executive Orders, and archival images and video clips from the National Archives. Birtu writes brief texts about each of the artifacts, which can be accessed by clicking on an icon she posts in the museum. Each item is briefly described, cited in detail, and linked to its original source. In addition, Birtu posts a brief report in which she presents an argument for her choices of sources, indicating why some were included and others were excluded. Her online museum is posted on the class Web site for classmates to view.

CA CCSS for ELA/Literacy: SL.11–12.5; RH.11–12.2; RH.11–12.7; WHST.11–12.7

Related Model School Library Standards:

9-12, 2.2e Use systematic strategies and technology tools to organize and record information (e.g., anecdotal scripting, footnotes, annotated bibliographies).

9-12, 3.3d Produce media efficiently and appropriately to communicate a message to an audience.

Related CA History–Social Science Content Standards:

11.9 Students analyze U.S. foreign policy since World War II.

11.9.2 Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
- The Truman Doctrine
- The Berlin Blockade
- The Korean War
- The Bay of Pigs invasion and the Cuban Missile Crisis
- Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
- The Vietnam War
- Latin American policy

11.9.5 Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

21st Century Skills: communication and collaboration, creativity, problem solving, media and technology skills, information literacy, self-direction

Communication and Collaboration Skills

Communication and collaboration skills are among the “4Cs” identified by the Partnership for 21st Century Skills. These skills are significant components of the CA CCSS for ELA/Literacy and the CA ELD Standards as well as every content area.

Attention to effective communication occurs in each of the strands of the CA CCSS for ELA/Literacy and throughout the collaborative, interpretive, and productive modes of the CA ELD Standards. Students write for a variety of audiences and for a variety of purposes using a variety of

Attention to effective communication occurs in each of the strands of the CA CCSS for ELA/Literacy and throughout the collaborative, interpretive, and productive modes of the CA ELD Standards.

media; they learn to communicate effectively with peers, adults, and external, sometimes unfamiliar, audiences. In discussions and presentations, students attend to one another’s ideas and convey their own clearly; they question and clarify to ensure understanding; they consider and evaluate point of view and follow and develop lines of argument; they interpret and strategically use diverse media to enhance communication; and they adapt their communicative efforts to a variety of contexts and tasks. Language standards focus on building students’ skill with language conventions—grammar, usage, and mechanics—as well as acquisition and accurate use of vocabulary and phrases, including nuances in word meanings and figurative

language, so that students express themselves effectively. Reading standards include analysis of authors’ use of craft and structure to communicate with readers. In short, communication is a cornerstone of ELA/literacy and ELD instruction.

Collaboration, too, is a prominent theme in the CA CCSS for ELA/Literacy and the CA ELD Standards. Reading is sometimes a solitary act, especially as students engage in independent reading, but it is often a social act as students work together to engage in meaning making with text, produce and publish their own texts, and conduct research and share knowledge through a variety of media. The importance of collaboration is highlighted in CCR Anchor Standard 1 for Speaking and Listening: “Students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.” Collaboration is also emphasized throughout all four strands in the collaborative mode of the CA ELD Standards, with students collaborating in both oral and written language for multiple purposes using various forms of technology. Teachers at all grade levels and in all disciplines should plan for collaboration and ensure that students engage with diverse partners for diverse purposes.

Communication and collaboration extend well beyond the classroom and face-to-face interactions. With technological advances in recent years, there is no need for individuals to be in close physical proximity to engage in joint work. Work can be accomplished in electronically connected groups (including online global learning networks investigating shared real-life concerns) in ways that were never before possible.

Distance and group dynamics are important to consider when students engage in electronic workgroups. Since there are few interpersonal clues to assist members of a workgroup, members rely more on the content and perspective of the message to communicate effectively. This is true of both receptive and expressive communication. For example, in face-to-face collaborations, nonverbal cues, such as facial expressions and gestures, can contribute to understanding and also reveal confusion, frustration, satisfaction,

Teachers at all grade levels and in all disciplines should plan for collaboration and ensure that students engage with diverse partners for diverse purposes.

agreement, or other reactions of group members to one another's ideas. Students, then, know to clarify their ideas by restating, demonstrating, or providing a quick sketch, or they know the group has reached consensus and is ready to move on to the next step. To enhance communication, electronic workgroups need to establish protocols for posing questions, acceptable terminology, and forming responses. Furthermore, they need to develop and follow agreed-upon guidelines for building on one another's contributions, such as when creating a group document or presentation.

Social networking is a special case of collaboration, but it often occurs without the specific purpose of more conventional collaborations or workgroups. In light of the popular use of social media by their students and its potential to offer borderless communication and collaboration, teachers should include instruction in appropriate purposes, behavior, and alternatives based on district guidelines and use policies. (Anderson [2012] provides a process for creating guidelines.)

Snapshot 10.2. Integrating Technology into an Extended Science Writing Project in Grade Two

After reading and discussing several informational books about reptiles, second graders work in pairs to write their own informational text about a reptile of their choice. With the teacher and teacher librarian's assistance, they gather books from the library, view relevant video clips, and explore selected Web sites on the Internet using search terms discussed with the adult. They write a list of key ideas in several categories, such as appearance, habitat, and eating habits. They also record special vocabulary. Students researching the common snapping turtle, for example, record the terms *rigid carapace*, *freshwater*, and *omnivore* because they want to be sure to use these terms in their text. Each pair creates a draft modeled after the texts the teacher read aloud, discussed with the class, and placed on display for easy access. Teachers conference with each pair to review students' drafts and provide feedback and guidance. Teachers encourage students to reflect on their work and consider how they will use the feedback they receive. When ready, each student pair develops a final version, having made page layout decisions, and includes informational text features appropriate to their piece of writing, such as a table of contents, bolded words, captions, and headings.

As a finishing touch on their projects, students add Quick Response (QR) Codes to each page of their books, a technology with which they previously had gained experience. Each code allows viewers of the book to use a class QR reader (such as an app installed on a tablet or smartphone) to listen to translations that bilingual students record. This provides opportunities for ELs to interact with the book in their primary language in addition to English. Moreover, the books may be shared with family members in their primary language.

CA CCSS for ELA/Literacy: W.2.2, 6, 7; RI.2.5; SL.2.5, 6; L.2.1–3

CA ELD Standards: ELD.PI.2.1, 2, 4, 10, 12; ELD.PII.2.1-7

Related Model School Library Standards:

2-1.3g Identify the parts of a book (print and digital): table of contents, glossary, index, and dedication.

2-1.4c Connect prior knowledge to the information and events in text and digital formats.

Related Next Generation Science Standard:

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.]

21st Century Skills: communication and collaboration, creativity, problem solving, media and technology skills

Creativity and Innovation Skills

Creativity and innovation are essential skills for success in the 21st century. California State Superintendent's *A Blueprint for Great Schools* highlights the important role of innovation: "The end goal is to foster each student's ability to create innovative solutions to complex problems and to bring higher levels of economic prosperity and social cohesion." (CDE 2011a, 11) In fact, a survey for Association of American Colleges and Universities revealed that employers give hiring preference to college graduates with skills that enable them to contribute to innovation in the workplace (Hart Research Associates 2013, 1).

California's recognition of the value of creativity and innovation is reiterated in the Standards for Career Ready Practice, described in the *California Career Technical Education Model Curriculum Standards* (CDE 2013a, 17-18). Standard 10 states that students in all career exploration and preparation programs in grades seven through twelve should demonstrate creativity and innovation:

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

Elements of creativity and innovation described by the Partnership for 21st Century Skills are displayed in Figure 10.7.

Figure 10.7. Creativity and Innovation

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Source

Partnership for 21st Century Skills, The. 2009. *P21 Framework Definitions*, 4.

It is imperative that all of California’s students be provided educational programs and environments in which creativity is valued, encouraged, and taught in every discipline. Furthermore, time and guidance should be provided so that students can put their creative ideas into practice as they engage in innovation. Creativity and innovation can be nurtured by learning environments that “foster questioning, patience, openness to fresh ideas, high levels of trust, and learning from mistakes and failures” (Trilling and Fadel 2009, 57–58).

Creativity and innovation can be nurtured by learning environments that “foster questioning, patience, openness to fresh ideas, high levels of trust, and learning from mistakes and failures.”

Although creativity and innovation are not explicitly addressed in the CA CCSS for ELA/Literacy or the CA ELD Standards, development of these skills is implied, particularly in writing and presenting standards (Partnership for 21st Century Skills 2011b, 12). Creativity and innovation should be fostered as students engage with texts and ideas. Students should have many opportunities to creatively respond to texts, produce texts, develop and deliver presentations, and engage in research to explore their own questions. Imagination, flexibility, divergent thinking, receptiveness to the ideas of others, and willingness to explore and take risks should be emphasized in the ELA/literacy curricula and in every content area.

Global Awareness and Competence

California’s wealth of diverse linguistic and cultural resources reflected in its people are extraordinarily valuable assets for the state. All of California’s students should be provided instruction and opportunities to appreciate, understand, and work with individuals from different backgrounds.

California’s wealth of diverse linguistic and cultural resources reflected in its people are extraordinarily valuable assets for the state. All of California’s students should be provided instruction and opportunities to appreciate, understand, and work with individuals from different backgrounds. Furthermore, they should learn about global issues—those that impact more than their neighborhoods and the nation—and develop an understanding of different perspectives and the interrelationships among all humans. The global competences identified by the CCSSO EdSteps Initiative and Asia Society Partnership for Global Learning, discussed at the beginning of this chapter, are aligned with CCR Anchor Standards and CA ELD Standards in figure 10.8.

Figure 10.8. Global Competences Aligned with CCR Anchor Standards of the CA CCSS for ELA/Literacy

Global Competence*	CCR Anchor Standard or CA ELD Standards Critical Principles
<p>Investigate the world beyond their immediate environment</p> <ul style="list-style-type: none"> • Identify an issue, generate a question, and explain the significance of locally, regionally, and globally focused researchable questions • Use a variety of languages and domestic and international sources to identify and weigh relevant evidence in addressing a globally significant researchable question • Analyze, integrate, and synthesize evidence to construct coherent responses to globally significant researchable questions • Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions 	<p>Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Reading Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Reading Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Reading Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Writing Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Writing Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Writing Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Writing Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Speaking and Listening Anchor Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>Speaking and Listening Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>ELD Standards Critical Principle: Part I - Productive, 11: Justifying own arguments and evaluating others’ arguments in writing</p>

Global Competence*	CCR Anchor Standard or CA ELD Standards Critical Principles
<p>Recognize perspectives, others' and their own</p> <ul style="list-style-type: none"> Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives 	<p>Reading Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Reading Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Writing Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Writing Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Writing Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Writing Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Writing Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Speaking and Listening Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Speaking and Listening Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Speaking and Listening Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Language Anchor Standard 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 listening.</p> <p>ELD Standards Critical Principle: Part I - Interpretive, 8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p>

Global Competence*	CCR Anchor Standard or CA ELD Standards Critical Principles
<p>Communicate ideas effectively with diverse audiences</p> <ul style="list-style-type: none"> Recognize and express how diverse audiences may perceive different meanings from the same information and how that impacts communication Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies Select and use appropriate technology and media to communicate with diverse audiences Reflect on how effective communication impacts understanding and collaboration in an interdependent world 	<p>Writing Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Writing Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Writing Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Writing Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Writing Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Writing Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking and Listening Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Speaking and Listening Anchor Standard 4: 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.</p> <p>Language Anchor Standard 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 listening.</p> <p>ELD Standards Critical Principle: Part I - Collaborative, 1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p>

Global Competence*	CCR Anchor Standard or CA ELD Standards Critical Principles
<p>Take action</p> <ul style="list-style-type: none"> • Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions • Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences • Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken • Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally 	<p>Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Writing Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELD Standards Critical Principle: Part I - Productive, 9: Expressing information and ideas in formal oral presentations on academic topics</p> <p>ELD Standards Critical Principle: Part I - Productive, 11: Justifying own arguments and evaluating others' arguments in writing</p> <p>ELD Standards Critical Principle: Part I - Productive, 12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>
<p>*Source Mansilla, Veronica B., and Anthony Jackson. 2011. <i>Educating for Global Competence: Preparing Our Youth to Engage the World</i>. The Asia Society.</p>	

Technology Skills

Technology pervades modern society. It impacts most aspects of the personal and academic/professional lives of youth and adults. Furthermore, it has the potential to substantially support the achievement of many of the 21st century skills discussed previously in this chapter: Its wise use demands critical thinking, it expands and enriches opportunities for communication and collaboration, it is a powerful tool for creativity and innovation, and it can contribute to global awareness and competence. Furthermore, technology as a tool for learning and expression can contribute to progress in each of the themes of the CA CCSS for ELA/ELD and the CA ELD Standards: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

The question is not whether technology should be used in classrooms, but rather how best to capitalize on technology to support teachers and learners.

The question is not *whether* technology should be used in classrooms, but rather how *best* to capitalize on technology to support teachers and learners. In its report *A Blueprint for Great Schools*, the Transition Advisory Team for the California State Superintendent recommended that technology be incorporated “as a key component of teaching, learning, and assessment” (CDE 2011a, 5) and that digital technology be made “as effective and

productive a tool in the school environment as it is in the world beyond schools” (12). Surveys indicate that parents, too, consider technology important or extremely important to student success and the school’s core mission (Project Tomorrow 2013, 4).

Important in the context of this *ELA/ELD Framework* is that the Internet and other forms of information and communication technologies (ICTs) are redefining literacy (International Reading Association 2009). Students increasingly engage with search engines, Web pages, podcasts and vodcasts, blogs, e-books, wikis, and the ongoing flood of new ICTs in English and other languages. Students should learn how to critically harness and manage the power of these media for accessing, evaluating, creating, and sharing information with local and global others. At the same time, teachers should ensure that students learn how to use technologies safely and ethically.

The International Reading Association (2009) notes that the use of these new and dynamic forms of communication require new social practices, skills, strategies, and dispositions; are central to full civic, economic, and personal participation in a global community; rapidly change as technologies change; and are multiple, multimodal, and multifaceted. The incorporation of a range of technologies into ELA/literacy and ELD instruction is crucial and demands thoughtful attention.

Technology skills are woven throughout the CCR Anchor Standards and CA CCSS for ELA/Literacy. Among the technology skills identified in the standards are the following:

- Use the Internet
- Use search tools
- Use keyboarding skills
- Engage with digital text, including animations and interactive elements on Web pages
- Use digital media, including textual, graphical, audio, visual, and interactive elements
- Produce digital text
- Use electronic menus
- Consult digital reference materials
- Interpret and produce multimedia presentations

The CA ELD Standards, too, demand technology skills, including the following:

- Use communicative technology to interact with others
- Use technology for publishing
- Use technology to develop graphics
- View multimedia

Snapshot 10.3. Electronic Book Trailers in Grade Six

Because she understands the cumulative advantage of reading volume, Ms. Edwards ensures that her sixth-grade students have many opportunities to engage in independent reading. She has a wide selection of texts available in the classroom, and she meets with individuals regularly to discuss their selections and make recommendations. Knowing that peers have a powerful influence on one another, she has students create book trailers of favorite literature that serve to pique prospective readers' interest, just as movie trailers draw viewers into a theatre. Students are given the option to work alone or in small teams if several students have read the same book and wish to collaborate on the project. Ms. Edwards shows several movie trailers, and students discuss the important features. How long are the trailers? How many individual scenes are included? What techniques are employed by the producers? Which techniques do they, the viewers, find effective? Which movies do they want to see as a result of viewing the trailers? Why? The teacher also reminds students of the available technology in the classroom; the students have used the digital cameras and moviemaking software for other projects.

Each student or team of students begins by brainstorming the appealing aspects of their selected book and they think about how they might convince their peers that the book is worth reading. Then, after instruction and plenty of examples, they develop story boards (plans to guide production) and write a script. Students keep in mind that the intent of the book trailer is to inspire others, including peers around the globe, to read the book. They consider the images, sound, and language they will use as well as the organization and presentation, always with their audience in mind. They film, download images from the Internet (careful to avoid copyright violations), add text, and include an opening screen and a credit roll. They share their first draft with the teacher and take advantage of feedback to revise, edit, and polish their work. Over several days, the book trailers are shared. Students applaud one another's work. Book trailers are kept in an electronic file on a class computer for occasional viewing by peers when they are ready to select their next book for independent reading. They are also posted online so the students' recommendations can be accessed by other students, parents, and a global audience. They are clearly labeled by genre, discipline, and age span.

CA CCSS for ELA/Literacy: RL.6.2; W.6.6; SL.6.2, 4–6; L.6.1, 2

Related Model School Library Standards:

6-3.3a Choose an appropriate format to produce, communicate, and present information (e.g., written report, multimedia presentation, graphic presentation).

6-4.3a Demonstrate a variety of methods to engage the audience when presenting information (e.g., voice modulation, gestures, questions).

21st Century Skills: communication and collaboration, creativity, problem solving, media and technology skills, global competence

Figure 10.9 lists CCR Anchor Standards and CA ELD Standards Critical Principles that explicitly include technology and provides one or two examples of corresponding grade-level/proficiency-level standards. Also listed in figure 10.9 are CCR Anchor Standards that do not explicitly mention technology but that have corresponding grade-level standards that mention technology. It is important to note that even standards that do not explicitly mention technology may be addressed with technology. For example, Writing Standard 2 across the grade levels focuses on informative and explanatory writing. Technology is not indicated in the CCR Anchor Standard nor in any of the corresponding CA CCSS for ELA/Literacy. However, at most grade levels, teachers encourage or require students to use the Internet to conduct research in preparation for some writing, use word processing software to prepare some of these texts, including graphs and charts, and use multimedia software to present some student-written informative and explanatory texts.

The standards recognize that students at all grade levels, even in the earliest grades, need opportunities to interact with technology. Writing Standard 6 for kindergarten, for example, states “With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.” Guidance for young children’s use of technology is provided in *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8* (http://www.naeyc.org/files/naeyc/PS_technology_WEB.pdf) (2012), the position statement of the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. Importantly, the guidelines assert that “Effective uses of technology and media are active, hands-on, engaging, and empowering; give the child control; provide adaptive scaffolds to ease the accomplishment of tasks; and are used as one of many options to support children’s learning” (8).

Figure 10.9. CCR Anchor Standards and CA ELD Standards Critical Principles and Selected Grade-Level/Proficiency-Level Standards with Explicit Technology Components (technology component in blue, bolded text)

<p>Reading Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <ul style="list-style-type: none"> • <i>Grade-Level Example:</i> RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • <i>Grade-Level Example:</i> RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<p>Reading Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> • <i>Grade-Level Example:</i> RL.2.7 Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot. • <i>Grade-Level Example:</i> RH.11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<p>Writing Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <ul style="list-style-type: none"> • <i>Grade-Level Example:</i> W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • <i>Grade-Level Example:</i> W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<p>Writing Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> • <i>Grade-Level Example:</i> W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • <i>Grade-Level Example:</i> WHST.6.8 Gather relevant information from multiple print and digital sources (primary and secondary); using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening Anchor Standard 2: Integrate and evaluate information presented in diverse **media** and formats, including visually, quantitatively, and orally.

- *Grade-Level Example:* SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other **media**.
- *Grade-Level Example:* SL.11–12.2 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
- *Grade-Level Example:* SL.11–12.5 Make strategic use of **digital media** (e.g., **textual**, **graphical**, **audio**, **visual**, and **interactive elements**) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Speaking and Listening Anchor Standard 5: Make strategic use of **digital media** and visual displays of data to express information and enhance understanding of presentations.

- *Grade-Level Example:* SL.5.5 Include **multimedia components** (e.g., **graphics**, **sound**) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- *Grade-Level Example:* L.2.4e Use glossaries and beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases in all content areas.
- *Grade-Level Example:* L.9–10.4c Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

ELD Standards Critical Principle: Part I - Collaborative, 2: Interacting with others in written English in various communicative forms (print, **communicative technology**, and **multimedia**)

- *Grade-Level Example:* Grade 3/Emerging: Collaborate with peers on joint writing projects of short informational and literary texts, using **technology** where appropriate for publishing, graphics, and the like.
- *Grade-Level Example:* Grade 8/Bridging: Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using **technology** when appropriate.

ELD Standards Critical Principle: Part I - Interpretive, 6: Reading closely literary and informational texts and viewing **multimedia** to determine how meaning is conveyed explicitly and implicitly through language

- *Grade-Level Example:* Grade K/Expanding: Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of **multimedia** with moderate support.
- *Grade-Level Example:* Grade 7/Bridging: (a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of **multimedia** with light support.

ELD Standards Critical Principle: Part I - Productive, 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate **technology**

- *Grade-Level Example:* Grade 2/Emerging: Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.
- *Grade-Level Example:* Grade 9–10/Expanding: (a) Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.

Understanding Multimedia Text

Much of the text encountered on the Internet and in electronic formats has both conventional print elements and other media—graphics, sound, video, or animations. These types of texts are often labeled *multimedia* documents. Sites exist with no conventional text that convey all meaning through other media. Students need to learn how multimedia elements affect the messages being conveyed by a document. They need to know when to attend to these elements and when they are less important. Mayer (1997) demonstrated that graphics may be more useful for learners who have little prior knowledge on the topic under exploration than those who have considerable knowledge of the topic. Sung and Mayer (2012) distinguish among three types of graphics: instructive graphics (i.e., directly relevant to the instructional goal); seductive graphics (i.e., highly interesting but not directly relevant to the instructional goal); and decorative graphics (i.e., neutral but not directly relevant to the instructional goal). Their research indicated that instructive graphics produced better learning. The implication is that, at the very least, students should be taught how to distinguish among these types of graphics.

Because all texts are not equally valuable or well written, the reader needs to decide when and how to use hyperlinks, attend to multimedia, and be critical in evaluating the content.

Kim and Kamil (2003) identified some of the issues with multimedia in text. They note that media need to be clearly elaborated and integrated with conventional text and that text and other media need to be presented contiguously to be maximally effective. They also state that students need to learn how to read and use hyperlinks effectively to prevent some students from routinely clicking all hyperlinks in the text rather than ones that might be relevant to their purposes for reading. Because all texts are not equally valuable or well written, the reader needs to decide when and how to use hyperlinks, attend to multimedia, and be critical in evaluating the content. Since instruction using multimedia does not necessarily yield more learning and is not always more motivational than other instructional options, teachers should be critical in their review of multimedia resources.

Using Software

Specific software skills need to be taught in order to prepare students for using technologies as tools. At a minimum, students should be prepared to use word processors, database managers, spreadsheets, and presentation software by the time they complete high school. Students are likely to encounter these types of software in some form in educational and work settings. Building facility with such programs early helps students navigate newer programs as they evolve.

Word processing has been used extensively in schools for many years. Such programs are an excellent way to facilitate writing development and reflect the need to prepare students for the world of work or college where the use of such programs is nearly universal. Although much of this will be taught as part of literacy instruction, a large portion of this instruction also should be incorporated in other disciplines.

Students should use presentation programs to create their own multimedia documents as a way of preparing for the world after high school. Combining the various dimensions of language communication (that is, reading, writing, speaking, and listening) and multimedia text in instruction is consistent with the CA CCSS for ELA/Literacy and the CA ELD Standards. Database and spreadsheet programs are useful in teaching research skills as well as search strategies. Instruction in the use of these programs helps students process information more directly and efficiently.

Online Learning

Online delivery of instruction is increasingly popular. More than one million kindergarten through grade-twelve students enrolled in at least one online course in 2007–08, although most of these courses were at the high school level or in an elementary/secondary setting (U.S. Department of Education 2009/10). Online courses offer distinct advantages to districts in terms of cost and convenience, especially for districts where students are distributed across a wide geographic area and there are challenges in delivering instruction in specific content areas.

Online learning will be an essential part of the future, both in school as well as out of school. Students should be prepared to learn in an online medium and should experience online learning in an instructional context during their elementary and secondary school careers. The relative newness of online learning and the limited number of studies available suggest that districts should approach online instruction with caution, especially when the material is intended to replace face-to-face instruction rather than to enhance it. A number of the skills that students need in order to complete online learning are affective in nature (e.g., perseverance and independence), and instruction in online learning is planned with these skills in mind. As noted earlier, these types of skills are reflected in the capacities of literate individuals described in chapter 1 of this *ELA/ELD Framework* and also listed in figure 10.4 of this chapter. They are also prominent in the intrapersonal and interpersonal cluster of deeper learning described at the beginning of this chapter and presented in figure 10.3.

Technology and Assessment

Technology and other 21st century skills are an integral part of the new assessment systems for the CA CCSS for ELA/Literacy. The multistate Smarter Balanced Assessment Consortium (SBAC), of which California is a governing member, includes computer-adaptive assessments that can respond to a student's initial performance to more rapidly and accurately identify which skills the student has mastered. These assessments also allow for a faster turnaround of test results, so they can be used to inform instruction. More information on assessment is provided in chapter 8 and throughout this *ELA/ELD Framework*.

Digital Citizenship

Issues related to ethics, privacy, plagiarism, and cyberbullying warrant careful attention. Digital citizenship refers to responsible and appropriate use of technology. Teachers should be well versed in district and school policies as well as legal issues and should teach students about these issues. The *Model School Library Standards for California Public Schools, Kindergarten Through Grade Twelve* (CDE 2010) provides guidance. It includes standards related to the ethical, legal, and safe use of information in print, media, and online resources for every grade level. Examples include the following:

Kindergarten 3.1b: Understand the need to ask a trusted adult for permission when asked to provide personal information in person, on a form, or online.

Grade Four 3.1b: Understand the environment of Internet anonymity and that not everyone on the Internet is truthful and reliable.

Grades Seven and Eight 3.1c: Explain ethical and legal issues related to the use of intellectual property, including print, visual, audio, and online materials (e.g., fair use, file sharing).

Grades Nine Through Twelve 3.1i: Practice strategies to protect digital devices (e.g., antivirus software, secure connections, encryption, operating-system updates).

In addition, guidance for the safe and responsible use of social media should be addressed.

Home-School-Community Connections

Technology can contribute to home-school-community relationships, which California recognizes are fundamental to improved student learning outcomes (CDE 2011a, 2011b). Opportunities for

communication are expanded significantly through the use of e-mail, videoconferencing, and social media tools. One survey revealed that more than one-third of parents would like their child's teacher or school to communicate with them via text messaging (Project Tomorrow 2013, 12). The range of technological options for communication may contribute to the likelihood and timeliness of home-school-community information exchanges and collaborations.

Examples of technology used to facilitate communication among homes, schools, and communities include the following:

- Digital newsletters (provided in the languages of the homes) that highlight classroom learning experiences and, with permission, include photographs and videos
- Forums on which questions from homes, communities, and schools can be posed and answered
- Classroom Web pages that include classroom news and student work (with permission)
- Online surveys of parents or guardians, students, and communities to determine interests, hopes, and potential contributions to student learning
- Informative classroom blogs, podcasts, vodcasts
- Wikis for collaboration among students, parents or guardians, and community members
- Online gradebooks, accessible by teachers, students, and parents or guardians

Technology provides a promising new form of parent involvement (Zieger and Tan 2012). As they use technology to engage with homes and communities, educators should model responsible, ethical, and secure use of technology. Schools should also recognize that some families may have limited access to technology, and so print versions of information should be made available. Furthermore, schools should give appropriate consideration to the home languages of the families and ensure clear and respectful communication.

Instructional Practices for 21st Century Learning

The Committee on Defining Deeper Learning and 21st Century Skills recommends the following research-based teaching methods to support 21st century learners (National Research Council 2012, 181-182):

- Using multiple and varied representations of concepts and tasks, such as diagrams, animations, and concrete experiences along with text
- Encouraging elaboration, questioning, and explanation, such as prompting students to explain information and arguments as they read
- Engaging learners in challenging tasks while providing supportive guidance and feedback
- Teaching with examples and cases, such as modeling how to prepare a presentation or provide constructive feedback to a student author
- Priming student motivation, such as by connecting topics to students' lives and interests and engaging them in collaborative work
- Using formative assessment

Engagement with literature provides an exceptional vehicle for developing 21st century skills. The CA CCSS for ELA/Literacy and the CA ELD Standards ensure that students engage richly with literary and informational text across the grade span and throughout the curriculum. Figure 10.10 highlights several 21st century skills that can be supported by a variety of instructional experiences with literary and informational text.

Figure 10.10. Selected 21st Century Skills and Literary and Informational Text Experiences

Students develop critical thinking when they

- Synthesize and organize text information
- Examine text closely to interpret information, draw conclusions, and evaluate an author's decisions about content and form
- Closely and critically examine visual aspects of a text, including illustrations, diagrams, and charts, for bias, perspective, aesthetic appeal, and representation
- Identify the author's perspectives, biases, and use of rhetoric
- Generate questions about the content, form, purposes or perspectives of a text
- Communicate with others to understand their points of view, ideas, and interpretations
- Identify real world local and global issues (e.g., social, economic, political, environmental) discussed in literary and informational text

Students develop creative thinking when they

- Develop dramatic, poetic, media, and visual responses to literary and informational text
- Engage in idea-generation activities, such as brainstorming
- Participate in activities that spark their curiosity about text or text topics
- Create presentations to share understandings of text
- Create Facebook pages, blogs, or tweets for characters or historical figures
- Generate research questions and procedures in response to text

Students develop communication and collaboration skills when they

- Present orally or in written, digital or visual form, both informally and formally, their responses to and understandings of a text selection
- Share understandings with one another and build on the ideas and interpretations of others
- Communicate in large and small groups about literary and informational text for a variety of purposes, including to inform, question, clarify, or persuade
- Elaborate on their own and others' ideas about texts
- Plan and organize individual and collaborative presentations to convey or extend text information, ideas, or themes with an audience in mind
- Discuss with peers different interpretations of text and reasons for those interpretations
- Interact in meaningful ways with peers of diverse backgrounds and discuss different and similar perspectives on issues

Students develop social and cross-cultural skills and global competence when they

- Interact with local and distant others to share responses to information, themes, characters, illustrations, and author's choices
- Collaborate with diverse partners to design and develop presentations or projects in response to literature
- Engage with literature that presents a range of world perspectives and experiences
- Respectfully and with an open mind discuss literature with peers from diverse backgrounds
- Capitalize on proficiency in languages other than English to communicate with global peers

Students develop technology skills when they

- Engage with digital and multimedia text
- Engage in additional investigation of topics in a text using technology, such as the Internet
- Use a variety of technologies, such as computers, tablets, projection systems, document cameras, and mp3 players or iPods, to share information from or responses to a text or to learn more about a topic or author
- Examine text carefully to locate and use pertinent information to support a position, justify an interpretation, or make a point

Source

Adapted from

Yopp, Hallie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students in Literary and Informational Text*. 6th ed., 5. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, NY.

Equitable Access

It is critical that all students have access to curricula, instruction, and learning environments that develop their critical and creative thinking, communication and collaboration skills, global competence, and other 21st century skills. Attention to these skills should not be set aside until after students develop proficiency in literacy or with English as an additional language. They are a crucial component of every student's education. Access to technology is highlighted in this section.

It is critical that all students have access to curricula, instruction, and learning environments that develop their critical and creative thinking, communication and collaboration skills, global competence, and other 21st century skills.

Technology

The term *digital divide* was coined in the 1990s to reference the gap in access to computers and the Internet that separated different demographic and socioeconomic groups in the United States. The concept was popularized by a series of reports conducted by the National Telecommunications and Information Administration called, "Falling through the Net" (NTIA 1995, 1998, 1999, 2000). These reports revealed that rural, socioeconomically disadvantaged, and minority groups tended to have less access to modern information and communication technology and the benefits provided by those connections.

While the gap in access has closed somewhat over the last two decades, U.S. Census data in 2011 reveals that 95.2 percent of individuals in the highest household income bracket had access to the Internet at home, whereas only 50.2 percent of individuals in the lowest household income bracket had access in the home. The percentages of white, Asian, African American, and Hispanic households with Internet access was 81.7 percent; 87.4 percent, 63.2 and 63.0 percent, respectively. Furthermore, there are concerns that populations of color are less likely to be involved with social media and Web 2.0 applications that include rich content and technologies for networking and collaboration online (Payton 2003; Trotter 2007).

Given the overlap between the groups involved in the digital divide and the achievement gap in student performance, it is important that districts, schools, and teachers remain alert to the issue of equitable access to technology.

Given the overlap between the groups involved in the digital divide and the achievement gap in student performance, it is important that districts, schools, and teachers remain alert to the issue of equitable access to technology. While federal grants and other funding have helped balance the technology available in schools (although not entirely), there may still be significant gaps in the technology that students have access to outside of their school environments. Studies have shown that gaps in access to reading material affect outcomes in reading achievement, and gaps in access to technology likely have similar impact upon student success in a 21st century learning environment.

Solutions to address these gaps may include giving students access to computer resources outside of school hours, issuing technology devices to students to take home, and preparing teachers to be aware of these issues and providing them with strategies to address them as part of their professional learning (Davis, Fullerton, Jackson, Pittman, and Sweet 2007). Furthermore, school library hours may be extended to offer students Web access to online library resources. Importantly, schools should have adequate bandwidth and Internet access to serve the needs of students, as well as educators.

Technology can help ensure that all students have access to standards-based academic curricula. Issues of access and equity are discussed in more detail in chapter 9 of this *ELA/ELD Framework*, but the specific capability of technology to support a range of learners is noted here. The discussions that follow are not intended to suggest these are mutually exclusive populations of students.

Accessibility for Students with Disabilities

Assistive technology can be used to help students with disabilities gain access to the core curriculum and participate in activities that might otherwise be difficult or impossible.

Assistive technology can be used to help students with disabilities gain access to the core curriculum and participate in activities that might otherwise be difficult or impossible. According to IDEA, an *assistive technology device* is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. Assistive technology can also refer to software that assists in differentiating instruction or provides necessary visual and auditory context to academic instruction. The CDE's Clearinghouse for Specialized Media and

Translations produces accessible versions of textbooks, workbooks assessments, and ancillary student instructional materials. Accessible formats include Braille, large print, audio, and digital files ranging from Rich Text Files (RTF), HyperText Markup Language (HTML), Digital Accessible Information System (DAISY), and Portable Document Format (PDF).

English Learners

Technology can be used to support EL students' language and literacy development. For example, software that uses visual cues to assist in the teaching of reading concepts can help students at Emerging levels of English language proficiency gain understanding. In addition, EL students benefit from technology use in classroom learning tasks provided to all students. A 2010 study of one district's Digital Learning Classroom project found that interactive whiteboard technology used in the upper elementary grades increased ELs' achievement in reading and mathematics and helped to close the achievement gap between EL and non-EL students (Lopez 2010).

Advanced Learners

Technology can contribute to a challenging and intellectually engaging educational environment for advanced learners. Computer programs that include self-paced options and allow students to explore advanced concepts can keep a range of learners engaged in the learning process. Technology that facilitates a collaborative learning environment can also help advanced students become involved with their peers' study of reading and writing, a more useful outcome than sending them off to study independently. In addition, technology allows for extraordinary creativity and self-direction.

Computer programs that include self-paced options and allow students to explore advanced concepts can keep a range of learners engaged in the learning process.

Professional Learning and Teacher Support

Professional learning is addressed in chapter 11 of this *ELA/ELD Framework* and so is only briefly noted here. It is critical that teachers be provided excellent professional support as they increasingly integrate 21st century skills into every curricular area. They should be provided opportunities to collaborate in learning and planning through face-to-face interactions or virtual communities of practice. They should share and be provided rich models of effective 21st century instruction and curriculum, engage in thoughtful reflection and critique of lessons, and build on and refine instruction together. Because of the remarkable speed of technological innovation, professional learning should be ongoing. Teachers cannot be expected to use technology wisely and productively with students if they are uncomfortable or unfamiliar with the possibilities that the wide variety of tools provide.

Future Directions

There is a moral imperative to prepare students for the world in which 21st century skills are increasingly central in their ongoing educations, careers, and daily lives. Students need to learn about the uses and possible abuses of technology. In addition, becoming adept in collaborative endeavors with others from wide ranging backgrounds and experiences and being able to engage in independent learning are valued increasingly now and in the future.

The popularity of listening and viewing (such as with podcasts and vodcasts) suggests the need for greater attention to both these skills. Writing and reading need to be adapted to include ways to incorporate multimedia elements in effective ways.

Above all, it is important to instill in students the ability to critically evaluate what they read, hear, and view and to ensure their use of evidence in the arguments they read and formulate.

Above all, it is important to instill in students the ability to critically evaluate what they read, hear, and view and to ensure their use of evidence in the arguments they read and formulate. Critical analysis and evaluation of content is the cachet of the future and one way to help ensure success in college or careers and in civic participation. In addition, teaching students to be independent and flexible learners who can work in groups when necessary, but who are capable of taking action independently, is essential.

The benefit of these efforts is the preparation of students who can contribute to and participate in whatever the future delivers.

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Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports

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In schools and districts across California, conversations among teachers and school leaders about the CA CCSS for ELA/Literacy and the CA ELD Standards are undergoing a shift. The questions heard early on around the state—“What are these standards?” “How do I teach them?” and “When will I be held accountable for them?”—have gradually given way to more informed questions—“What promise do these standards hold for our students?” “How can we best implement them?” and “How do we ensure that all our students succeed?” Implementing change can be difficult; it is a journey with some predictable passages and numerous challenges. Implementing change can also be renewing and invigorating, leading to improved teaching and learning and deepened commitment to common goals and resulting, ultimately, in powerful transformations in classrooms across California and in the lives of students.

The CA CCSS for ELA/Literacy and the CA ELD Standards represent significant changes for California educators and school systems, and they are accompanied by changes in standards for mathematics and science and in statewide assessment as well. As described throughout this

ELA/ELD Framework, the standards call for increases in many areas: text complexity; use of informational text; attention to literacy and ELD in all content areas; integrated and designated ELD; student collaboration and conversations; emphasis on academic language and language awareness; amount, variety, and rigor of student writing; use of textual evidence; research, analysis, evaluation, and strategic use of information; and integration of the strands of Reading, Writing, Speaking and Listening,¹ and Language in all curricular areas. Furthermore, implementation is occurring in a 21st century context, which requires teachers to appropriately incorporate ever shifting uses of technology into instruction, attend to students' abilities to think critically and use their creativity, and ensure that all students can communicate and collaborate in a global society that values multiple perspectives, languages, and world views. California's students are growing up in a global society in which multilingualism is highly valued, and the ability and disposition to collaborate effectively across cultures are essential for success.

These emphases require that teachers, specialists, paraprofessionals, school and district leaders, and other school staff continuously acquire new and specialized knowledge and establish new ways of working together. These individuals, for example, need to collaborate across grade levels and departments to create new curriculum units; plan instruction to meet the needs of all students; create, adapt, and administer periodic assessments; design needed learning supports and interventions; teach together (or co-teach); examine student results; and analyze the effectiveness of instruction. Moreover, they need to reconsider school schedules and responsibilities so that attention to literary and informational texts is balanced and sufficient time is allocated to all content areas. For schools and districts with culturally, linguistically, and otherwise diverse populations, it also means that all educators need to examine their beliefs and attitudes toward students and their families and ensure that they approach all students with a positive disposition that both values the cultural resources and linguistic assets students bring to the classroom and supports them to add new perspectives and ways of using language to their repertoires.

Given the challenges ahead, this chapter considers the systems within which educators and students can be supported to learn, grow, and thrive as the standards and their instructional supports are enacted. This chapter puts forth a vision of the school as a learning community in which all adults are engaged in the ongoing cycle of learning, reflecting on, and improving their own practice (Little 2006; Emerling and Gallimore 2013; Garmston and Zimmerman 2013; Learning Forward 2011). It addresses three critical components of effective implementation: **professional learning, leadership, and program supports**. These components are considered within a context of collaborative practice and effective adult learning. The goals, instructional context, and key themes put forward in this *ELA/ELD Framework* as necessary for the successful implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards for California's students also hold true for California's educators. (See figure 11.1.) For teachers and school leaders to create classroom instruction that is motivating, engaging, integrated, respectful, and intellectually challenging for students, they too should participate in a learning culture that has these same qualities.

For teachers and school leaders to create classroom instruction that is motivating, engaging, integrated, respectful, and intellectually challenging for students, they too should participate in a learning culture that has these same qualities

¹ As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include students who are deaf and hard of hearing using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

Figure 11.1. Circles of Implementation of ELA/Literacy and ELD Instruction



This adult learning environment mirrors the type of learning that this *ELA/ELD Framework* envisions for California classrooms: It motivates and engages teachers' efforts, integrates their learning, respects their knowledge and capabilities, and challenges their intellect. As students grapple with complex texts and concepts, persist through difficulties, and set their own goals for learning, so too do their teachers and leaders. The safe, nurturing, yet rigorous conditions needed to support the development of children and adolescents are also needed to support their teachers and leaders. Ensuring that California's students experience high-quality ELA/literacy and ELD instruction and achieve the standards requires specific and sustained attention to implementing the evidence-based practices described in this framework. This chapter describes the adult learning, leadership practices, and resources necessary for such implementation.

Implementing the *ELA/ELD Framework* Within a Collaborative and Learning Culture

Fixsen and Blase (2009) identify implementation as the "missing link" in the successful translation of evidence-based theories and models to practice. It is not enough to identify advanced standards, high-quality instructional materials, and effective instructional practices; school communities need to successfully establish and integrate multiple program components and *sustain* effective instructional practices in order to ensure high-quality teaching and learning experiences for all students. This requires that schools attend to the stages and components of implementation while also fostering a collaborative school culture that equally honors and engages students, educational professionals, parents and families, and community members.

Professional learning is the vehicle for all school staff—teachers, administrators, specialists, counselors, teacher librarians, and others—to learn to effectively implement the curricular and instructional practices proposed in this framework.

Professional learning is the vehicle for all school staff—teachers, administrators, specialists, counselors, teacher librarians, and others—to learn to effectively implement the curricular and instructional practices proposed in this framework (Killion and Hirsh 2013; Darling-Hammond, and others 2009).

Leadership in a collaborative and learning culture is distributed and shared; it is not limited to principals or other administrators and, in fact, promotes teacher leadership as a powerful means of establishing a healthy and collaborative school culture. Responsibility for student success is held in common and transcends departmental and grade-level boundaries (Garmston and Zimmerman 2013; Kruse

and Louis 2009). Distributed leadership is closely connected to professional learning and includes professional collaborations, coaching, and data-driven decision-making, as well as opportunities for teachers to share their expertise in more formal ways. Teachers, for example, may present a new teaching technique they have implemented to their colleagues and share their reflections of the process.

Program supports include school and district infrastructure for specialist services, libraries and media centers, and extended learning opportunities for students. Other key program supports include communication and collaboration with parents and families and partnerships with community groups and other institutions.

Commitment to continuous improvement is yet another essential feature of successful implementation. Realizing California's bold vision for ELA/literacy and ELD instruction will take time, resources, and effort, and educators need to be strategic in their approach to implementation to ensure the highest outcomes for all students. By the same token, school and district leaders need to envision themselves first and foremost as responsible for ensuring that all classrooms are environments where each and every student thrives. This requires school and district leaders to position themselves as advocates for teacher learning, collaboration, and continuous reflection.

To implement the high-quality programs envisioned in this *ELA/ELD Framework*, schools need to address the stages and core components of implementation (Fixsen and Blasé 2009; Fixsen, Naoom, Blasé, Friedman, and Wallace 2005). The stages of implementation include the phases that most organizations experience as they move to fully implement an innovation. These stages are "exploration, installation, initial implementation, full implementation, innovation, and sustainability" (2009, 2).

The goal is sustainability, which takes time to achieve, even while schools feel the pressure to implement the CA CCSS for ELA/Literacy and CA ELD Standards immediately and in tandem. Rather, districts and schools need to carefully plan how to support school leaders and teachers as they move through the stages of implementation. Practically speaking, districts and schools need to assess the status of the implementation components they currently possess and identify those that need to be instituted to implement the CA CCSS for ELA/Literacy and the CA ELD Standards. The entire system needs to mobilize to plan how the implementation of the standards is initiated, implemented, and sustained and to deploy the needed resources to obtain the materials, provide the

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professional learning, and create the instructional and assessment supports necessary for successful implementation.

Where does implementation begin? Knowing that implementation takes time and resources, what do district and school leaders, teachers, and other staff do first? What are the critical elements of implementation? Planning successful implementation depends first on assessing existing resources, systems, and professional knowledge and skill. These include, but are not limited to, the following:

- Systemwide elements (school and district):
 - Curriculum and instruction vision, goals, objectives, and plans
 - Instructional materials
 - Assessment systems and tools
 - School calendars and schedules
 - Intervention strategies and programs
 - Staffing for leadership, specialized programs, and coaching, including specialists, paraprofessionals, teacher librarians, coaches, and more
 - Time, space, and technology for deep professional learning and ongoing collaboration
 - Professional learning programs and collaborative structures
 - Data systems for leaders and teachers to track student academic and linguistic progress over time, for gathering demographic data (e.g., students' primary languages), and more
 - Fiscal and human resources
- Professional knowledge and skills (teachers, leaders, other school staff):
 - *Content*: knowledge of this *ELA/ELD Framework*, CA CCSS for ELA Literacy, and CA ELD Standards; understanding of content (including literature), literacy, linguistics, second language development, cultural and linguistic diversity, foundational skills, rhetoric, disciplinary literacy, and more
 - *Pedagogy*: equitable participation structures, collaborative conversations, culturally and linguistically responsive approaches, comprehension strategies, writing, research, technology, inquiry, direct instruction, collaborative learning, and more
 - *Dispositions*: regarding change, professional learning, planning, higher expectations, equity, and student capabilities
 - *Planning*: selecting appropriate texts and other materials; using standards to differentiate support; curriculum, assessments, interventions, schedules, units, lessons, and more
 - *Assessment*: understandings of formative assessment as part of instructional practice, analysis methods
 - *Leadership*: communication, organization, facilitation, advocacy, and more
 - *Collaboration*: planning units and lessons together, discussing how to refine instructional practice, peer observation, peer coaching, and more

While it is fairly straightforward to identify existing resources and systems, it may be more challenging to determine their current and, more importantly, projected effectiveness with new standards and expectations. Assessing professional knowledge and skills is both difficult and sensitive. School leaders and teachers should begin by identifying their individual and collective strengths and then a limited number of areas for future learning and collaboration. The aim is not to overwhelm individuals or systems but to focus on the next best steps for each person, group, and the school

While it is fairly straightforward to identify existing resources and systems, it may be more challenging to determine their current and, more importantly, projected effectiveness with new standards and expectations.

as a whole. Teachers will have multiple entry points, and professional learning should be tailored appropriately. One option may be to begin by reading and studying the introduction and first two chapters of this *ELA/ELD Framework* and facilitating collaborative conversations among faculty members. Another may be to use the key themes of the standards to organize examination of grade-level chapters. Many other options exist.

Critical to EL students' success in achieving the CA CCSS for ELA/Literacy is school and district commitment to ensuring that teachers understand how to effectively implement the CA ELD Standards. Districts and schools

should not wait until teachers fully implement the CA CCSS for ELA/Literacy before introducing the CA ELD Standards. Instead, the CA ELD Standards should be viewed as an essential component of successful implementation of the CA CCSS for ELA/Literacy. In fact, the CA ELD Standards and their accompanying chapters and glossary (CDE 2014) are useful tools for supporting teachers to implement all content standards for their EL students. The remainder of this chapter provides information on the important qualities of professional learning, leadership, including professional collaboration, and program supports. A list of critical professional learning content is provided, and snapshots offer examples of professional learning and planning structures.

Successful implementation of this *ELA/ELD Framework* is dependent on the culture in which it is embedded. A collaborative and learning school culture is more than a contextual factor; it is the essential component and the vehicle for establishing common interest for school goals, enthusiasm for learning new content and pedagogy, commitment to group processes, and momentum for a range of organizational initiatives needed to implement the standards. Just as collaboration is important to increase student learning in the classroom, it is also critical for enhancing professional learning and fostering willingness among educators to risk new instructional approaches and ways of interacting professionally.

Professional Learning

Over the past decade, much has been written regarding the knowledge, skills, and dispositions necessary for effective teaching. Teachers are, above all, life-long learners. Ongoing learning is essential to effective teaching, and professional learning opportunities are crucial to gain and deepen professional knowledge and professional judgment in teachers (Mndich and Lieberman 2012). This means that intellectual interest and curiosity are necessary dispositions of all teachers. Over the course of a teaching career, teachers are likely to see many changes—changes in the needs of their learners, in expected outcomes, and in the knowledge valued by society. As a result, teaching practices are adapted and continually improved in a learning environment that values and maintains curiosity, flexibility, and innovation on the part of teachers and their students. For students to achieve the CA CCSS for ELA/Literacy and the CA ELD Standards, teachers need effective preparation and ongoing professional learning to support their own success as learners and, in turn, to support their students' learning.

A report by State Superintendent of Public Instruction Tom Torlakson's Task Force on Educator Excellence (2012), *Greatness by Design*, recognizes teaching as "our most important profession" and proposes a "Teaching and Leading Along a Career Continuum" (13) that includes the following trajectory:

Ongoing learning is essential to effective teaching, and professional learning opportunities are crucial to gain and deepen professional knowledge and professional judgment in teachers.

1. Preparation with clinical practice to meet the needs of all students and demands of high standards
2. Induction that builds on preparation with formative assessment and regular coaching
3. Ongoing professional development that builds on induction and is focused on important content and embedded in collaborative professional learning
4. Formative and summative evaluation based on California Standards for the Teaching Profession that supports adult and child learning and provides multifaceted evidence and useful feedback
5. Leadership opportunities with recognition of accomplished practice and multiple roles for leadership

Initial Preparation and Induction

Initial preparation and induction provide the canvas for future professional learning and leadership. Excellent teacher-preparation programs underscore subject matter expertise and provide opportunities for teacher candidates to apply their learning of theory and pedagogy in real classrooms under the supervision of an experienced mentor (Lenski, Grisham, and Wold 2006; NCATE 2010). The career continuum proposed above begins during teacher preparation, but initial preparation programs and paths of entry to teaching may vary. Teaching expertise improves with ongoing professional learning, and teachers prepared in alternative certification programs may need additional professional learning. The *ELA/ELD Framework*, the CA CCSS for ELA/Literacy, the CA ELD Standards, the *Model School Library Standards* (CDE 2011) and other appropriate content standards should form an integral part of preparation programs.

Research on the impact of induction programs is generally positive. Ingersoll and Strong (2011) found that support and assistance for beginning teachers have a positive impact on teacher commitment and retention, teacher instructional practices, and student achievement. Quality induction programs increase the professional expertise of novice teachers and should form an integral part of all teachers' developing careers. Induction programs further advance the application of standards and effective practices from teacher preparation to the classroom. School districts, in particular, need to ensure that new teachers are supported through a planned program of support and assistance in their first years of teaching.

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Ongoing Professional Learning

Researchers have argued that teacher professional learning is the key to improving outcomes for students. In their report for the National Staff Development Council and Stanford University's Center for Opportunity Policy in Education, Wei, Darling-Hammond, and Adamson note, "Rigorous scientific studies have shown that when high-quality [professional learning] approaches are sustained by providing teachers with 50 or more hours of support *per year*, student test scores rise by an average of 21 percentage points" (2010, 1). International studies underscore the need for ongoing professional development (OECD 1998, 2005, 2009). They note that development of teachers beyond initial preparation can serve to update individuals' knowledge of subject matter (knowledge advances very rapidly), improve individuals' pedagogy in keeping with new standards and research-based teaching techniques, enable individuals and schools to apply changes in curricula or other aspects of teaching practice, exchange

information between educators and other groups (such as academics, community groups, various industries, and so forth), and help less-effective teachers become more effective.

Over the years, professional learning has had many names—professional development, staff development, and training—and has taken many forms—workshops, conferences, college courses, institutes, book study, lesson study, classroom observations and shadowing, coaching, conversations

Professional learning is the process in which education professionals—teachers, administrators, and others—actively learn (through critical analysis of practice, reflection on their own teaching, collaboration with colleagues, and other interactive tasks) the knowledge and skills needed to improve teaching, leading, and student learning. Professional learning can be formal or informal, but its goal is always to improve student learning and achievement.

with colleagues, co-teaching, assessing student work, collaborative planning, action research, online learning, and more. Professional learning is the process in which education professionals—teachers, administrators, and others—actively learn (through critical analysis of practice, reflection on their own teaching, collaboration with colleagues, and other interactive tasks) the knowledge and skills needed to improve teaching, leading, and student learning. Professional learning can be formal or informal, but its goal is always to improve student learning and achievement. Darling-Hammond and others (2009, 5) also found that “collaborative approaches to professional learning can promote school change that extends beyond individual classrooms.” The researchers note too (5) that effective professional learning:

- Is intensive, ongoing, and connected to practice
- Focuses on the teaching and learning of specific academic content
- Is connected to other school initiatives
- Builds strong working relationships among teachers

However, professional learning is particularly susceptible to budget fluctuations, and in their 2010 review, Wei, Darling-Hammond, and Adamson found that “teachers in the United States receive far less professional development, mentoring, and planning time than teachers in the world’s high-achieving nations” (8). While the number of new teachers participating in induction programs has steadily increased over the years and there have been small increases in professional learning on the “content of the subjects taught, the uses of computers for instruction, reading instruction, and student discipline and classroom management,” there has been a shift from programs of 9–16 hours to eight hours or fewer. In addition, “well under half of teachers reported access to professional development on teaching students with disabilities (42 percent) and teaching ELLs (27 percent)” (2–3).

The problem of inadequate, fragmented, or irrelevant teacher professional learning regarding ELs, in particular, warrants critical attention. As explained throughout this *ELA/ELD Framework*, ELs have language, literacy, and disciplinary literacy learning needs that require specialized instruction that many teachers have not yet mastered. However, according to the National Center for Education Statistics (cited in Wei, Darling-Hammond, and Adamson 2010, 62), only 12.5 percent of teachers have participated in more than eight hours of professional learning on how

The problem of inadequate, fragmented, or irrelevant teacher professional learning warrants critical attention. As explained throughout this ELA/ELD Framework, ELs have language, literacy, and disciplinary literacy learning needs that require specialized instruction that many teachers have not yet mastered.

to work with ELs. In one study, teachers of ELs characterized their professional learning as poorly planned, executed by presenters with little experience or knowledge of ELs, not applicable to their course content, and outdated (Gándara, Maxwell-Jolly, and Driscoll 2005). In contrast, research reviews of effective professional learning for teachers of ELs suggest that this professional learning occurred over extended time (one to three years) and focused on hands-on practice, teaching methods that were immediately applicable to the classroom, and in-class lesson demonstrations with a teacher's own or a colleague's students (August and Shanahan 2006).

Components of Effective Professional Learning

Desimone identifies five research-based features of professional learning that are “critical to increasing teacher knowledge and skills and improving their practice, and which hold promise for increasing student achievement: (a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation [work in grade-level, departmental, and school teams]” (2009, 183). Desimone argues that the *content focus* of teacher learning is the most critical feature since multiple studies show a link between professional learning emphasizing academic subject knowledge and improved practice, as well as student achievement (Lee, and others 2008; Penuel, Gallagher, and Mboorhy 2011; Vaughn, and others 2011). *Active learning* can take the form of various activities, including teachers observing others while they teach or being observed themselves, providing and receiving reflective feedback, analyzing student work with colleagues, or collaboratively planning lessons (Borko 2004; Lieberman and Pointer Mace 2008; Wilson and Berne 1999). *Coherence* refers to the extent to which the professional learning is aligned to local and state reform initiatives (including standards, assessments and the use of particular instructional materials), as well as to teachers' knowledge and beliefs. As mentioned previously, professional learning should be of sufficient *duration* (Yoon, and others 2007), including both the span of time and hours spent, to promote changes in teacher pedagogical and content knowledge, beliefs about and dispositions toward students, and observable instructional practice. *Collective participation* describes the settings for effective professional learning—settings in which educators learn and work collectively to improve outcomes for students. See the sections on shared leadership and responsibility and professional collaborations later in the chapter for more information on collective participation.

... professional learning should be of sufficient duration, including both the span of time and hours spent, to promote changes in teacher pedagogical and content knowledge, beliefs about and dispositions toward students, and observable instructional practice.

Fogarty and Pete (2009, 32–34) name seven protocols for professional learning that are consistent with theories of adult learning (Knowles 1973; Zemke and Zemke 1981). These include the following:

1. Sustained professional learning: “It’s not going away.”
2. Job-embedded professional learning: “Help when I need it.”
3. Collegial professional learning: “Someone to talk to.”
4. Interactive professional learning: “It’s not a ‘sit and git.’”
5. Integrative professional learning: “Different strokes for different folks.”
6. Practical professional learning: “I can use this.”
7. Results-oriented professional learning: “The data tell us so.”

As California implements this *ELA/ELD Framework*, standards for professional learning provide a useful tool for evaluating efforts to organize and facilitate professional learning for teachers and others. In 2011 the professional organization, Learning Forward (formerly the National Staff Development Council), revised its standards. The seven standards that follow in figure 11.2 describe the characteristics and conditions of effective, high-quality professional learning. The standards and related resources available at the Learning Forward Web site (<http://learningforward.org/>) should be consulted when designing programs of professional learning.

Figure 11.2. Learning Forward Standards for Professional Learning

Learning Communities	Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
Leadership	Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
Resources	Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
Data	Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
Learning Designs	Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
Implementation	Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
Outcomes	Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
Source Learning Forward. 2011. <i>Standards for Professional Learning</i> . Oxford, OH: Learning Forward.	

The qualities of effective professional learning are clear; the challenge for California educators is to create, disseminate, and implement programs of professional learning for the CA CCSS for ELA/Literacy, CA ELD Standards, and this *ELA/ELD Framework* that reflect these qualities. Ultimately, effective professional learning should mirror effective classroom instruction. The same kinds of active engagement with critical thinking and problem posing; collaborative discussions about intellectually stimulating and relevant topics; use of rigorous and appropriate texts; respect for diversity of cultures, languages, and perspectives; and other features found in effective classrooms should be found in professional learning sessions.

Schools and districts should begin by determining their assets and needs and then create short- and long-term plans (up to five or more years) for professional learning that build consistently over time but can also be adapted and refined as needed. Schools and districts consider where teachers are within their career trajectories and support them accordingly (CDE 2012). Beginning teachers and veteran teachers likely have different strengths and needs and, therefore, require differentiated support. In addition, teachers and other school professionals will likely move through the stages identified by Fixsen and Blase (2009) for organizations: “exploration, installation, initial implementation, full implementation, innovation, and sustainability.” Educator effectiveness as described by the Learning Forward Standards includes dispositions, knowledge, and action. Translating knowledge into classroom action propels the process of implementation; teachers can be supported in that process by coaches, leaders, and other professional collaborations (discussed in subsequent sections of this chapter). Effective professional learning also parallels effective professional collaboration; teachers learn from one another as they also learn from specialists and coaches.

Sources of Professional Learning

Professional learning can be provided and facilitated by a variety of individuals and organizations, including school leaders, school districts, county offices of education, California Subject Matter Projects, local colleges and universities, technical assistance agencies, the California Department of Education, independent consultants, and most importantly, teachers themselves. Online Professional Learning Modules for the CA CCSS for ELA/Literacy and the CA ELD Standards are available on the Digital Chalkboard Web site (<https://www.mydigitalchalkboard.org/>) (CDE 2013) and are excellent tools for teachers to orient themselves to the standards. Schools and districts likely draw from a variety of sources to provide professional learning for their teachers; providing opportunities for professional collaboration and coaching is important to the long-term success of these offerings. School-based professional learning locates most of the learning at the school site and relies on coaches, teacher leaders, site administrators, and professional collaboration structures. Teacher leadership and structures for professional collaboration are discussed more fully later in this chapter.

Schools and districts likely draw from a variety of sources to provide professional learning for their teachers; providing opportunities for professional collaboration and coaching is important to the long-term success of these offerings.

The sources and locations of professional learning can be many; what is critical is that their selection be based on a comprehensive plan for professional learning coordinated at the district and school levels and informed by teachers and other staff. Districts and schools should consider the steps of implementation and the standards of professional learning outlined earlier in this chapter in designing a plan that addresses both immediate and long-term goals.

Critical Content for Professional Learning in ELA/Literacy and ELD

Although becoming familiar with the standards is a necessary component of initial professional learning, this *ELA/ELD Framework* provides a useful outline for the content of professional learning and collaboration. The CA CCSS for ELA/Literacy and the CA ELD Standards (chapter 1), the essential considerations in ELA/Literacy and ELD curriculum, instruction, and assessment (chapter 2), the content and pedagogy for each grade level/span (chapters 3-7), and the contents of the supporting chapters on assessment, access and equity, and 21st century learning (chapters 8-10) all provide important material for deep learning and discussion. The key themes of ELA/literacy and ELD instruction presented in this *ELA/ELD Framework*—Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills—provide a structure for organizing professional learning and collaboration within a comprehensive plan for implementation.

Given the wealth of information contained in this framework, a strategic review—tailored to the interests and needs of various readers—is recommended. The introduction and chapters 1 and 2 serve as an effective *overview* of the document; chapters 3–7 offer specific *grade-level and grade-span guidance*; and chapters 8–12 and the resources that follow provide in-depth information and advice regarding the *learning systems* required to successfully implement the standards.

Critical content for professional learning based on this *ELA/ELD Framework* is outlined briefly in figure 11.3.

Figure 11.3. Critical Content for Professional Learning

<p><i>Establishing a Vision for California’s Students</i></p> <ul style="list-style-type: none"> • Develop the readiness for college, careers, and civic life • Attain the capacities of literate individuals • Become broadly literate • Acquire the skills for living and learning in the 21st century 	<p><i>Understanding the Standards</i></p> <ul style="list-style-type: none"> • CA CCSS for ELA/Literacy • CA ELD Standards • Model School Library Standards • Implementing science, history/social studies, career and technical education, and other standards in tandem 	<p><i>Establishing the Context for Learning</i></p> <ul style="list-style-type: none"> • Integrating the curricula • Motivating and engaging learners • Respecting learners’ • Ensuring intellectual challenge
<p><i>Enacting the Key Themes of ELA/Literacy and ELD Instruction</i></p> <ul style="list-style-type: none"> • Meaning Making • Language Development • Effective Expression • Content Knowledge • Foundational Skills 	<p><i>Addressing the Needs of Diverse Learners</i></p> <ul style="list-style-type: none"> • Comprehensive English language development: integrated and designated ELD • Additive approaches to language and literacy development • Meeting the needs of students with disabilities and students experiencing difficulty • Meeting the needs of advanced learners and other populations 	<p><i>Exploring Approaches to Teaching and Learning</i></p> <ul style="list-style-type: none"> • Models of instruction • Culturally and linguistically responsive teaching • Supporting biliteracy and multilingualism • Supporting students strategically (including UDL and MTSS)
<p><i>Sharing the Responsibility</i></p> <ul style="list-style-type: none"> • Collaborating within and across grades, departments, and disciplines • Promoting teacher leadership • Partnering with community groups and higher education • Collaborating with parents 	<p><i>Evaluating Teaching and Learning</i></p> <ul style="list-style-type: none"> • Types and methods of assessment (formative, summative, rubrics, portfolios, diagnostic) • Cycles of assessment (short, medium, long) • Student involvement in assessment • Appropriate preparation for state assessments 	<p><i>Integrating 21st Century Learning</i></p> <ul style="list-style-type: none"> • Critical thinking skills • Creativity and innovation skills • Communication and collaboration skills • Global awareness and competence • Technology skills

Leadership

Skilled and inspirational leadership is essential to the successful implementation of the CA CCSS for ELA/Literacy and CA ELD Standards. Leadership, as conceptualized in this *ELA/ELD Framework*, is distributed among many individuals within a school and district. It is not confined to administrators but involves a range of individuals who lead important professional systems and practices. Effective leaders motivate, guide, support, and provide the necessary resources, including time and appropriate compensation, to teachers and others to accomplish the many goals and tasks associated with implementing a high-quality program.

All leaders at the district and school levels are actively engaged in leading the implementation of this *ELA/ELD Framework* and related standards. Learning Forward describes leadership as the following:

Leaders throughout the pre-K–12 education community recognize effective professional learning as a key strategy for supporting significant school and school system improvements to increase results for all students. Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities, or public agencies, leaders develop their own and others' capacity to learn and lead professional learning, advocate for it, provide support systems, and distribute leadership and responsibility for its effectiveness and results.

Leaders hold learning among their top priorities for students, staff, and themselves. Leaders recognize that universal high expectations for all students require ambitious improvements in curriculum, instruction, assessment, leadership practices, and support systems. . . . To engage in constructive conversations about the alignment of student and educator performance, leaders cultivate a culture based on the norms of high expectations, shared responsibility, mutual respect, and relational trust. . . . Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school, and school system goals. (2011)

In addition, leaders continually evaluate—both formally and informally—the success of program implementation and learning systems for students and adults. They listen carefully to faculty, staff, parents, students, and community members to learn what is viewed as important and effective.

Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school, and school system goals.

Leaders collaboratively guide curriculum and program planning, and they model commitment to their own continued learning and participate in professional learning with teachers, specialists, and school staff.

When designing school and district improvement and professional learning for teachers, the particular needs of the students in the school and district should be prioritized. Recent studies suggest that the needs of ELs are neglected in school improvement efforts. A report on School Improvement Grant (SIG) recipients (issued by the United States Department of Education's Institute of Education Sciences) showed that even in schools with high percentages of ELs, EL students are poorly represented in strategic reform efforts. The report, *Study of School Turnaround:*

Effective leaders motivate, guide, support, and provide the necessary resources, including time and appropriate compensation, to teachers and others to accomplish the many goals and tasks associated with implementing a high-quality program.

A Focused Look at Schools Receiving School Improvement Grants That Have Large Percentages of English Language Learner Students (NCEE 2014), examined the depth to which 11 SIG schools (including schools in California) included targeted attention to the unique needs of EL students on six dimensions:

1. School improvement goals that explicitly target ELs
2. The use of disaggregated data for ELs or data on English proficiency to inform EL instruction
3. Extended learning time (ELT) targeted toward meeting EL students' needs
4. Instructional practices that open access to content or address socialization needs of ELs
5. Professional development for teachers on addressing EL needs
6. Targeted strategies for engaging EL parents

The authors of the report note that “although ELLs share some educational needs with other learners and may benefit from instructional supports that are directed to all students, ELLs also present distinctive sets of cultural and linguistic needs as language learners and, in some cases, as immigrants. Thus, to be academically successful, ELLs may require additional supports and services that would not be required for non-ELLs” (8-9). The authors recommend that the unique needs of ELs displayed in figure 11.4 be considered in any improvement efforts in schools and districts serving ELs.

Figure 11.4. Addressing the Unique Needs of English Learners

<p>English language development and access to the academic curriculum</p>	<p>ELLs face the unique challenge of developing proficiency in English while simultaneously mastering grade-level academic content. Thus, in addition to learning social English, ELLs must develop the academic language and literacy skills needed to meaningfully access the grade-level curriculum. As ELLs are developing such skills, they require appropriate instructional modifications and supports to make academic content comprehensible. To improve ELL outcomes, schools might take actions to ensure that both ESL and content-area teachers are well prepared to employ effective instructional strategies that support ELLs' dual English language development and academic needs.</p>
<p>Culture and socialization needs</p>	<p>ELLs come from diverse cultural and linguistic backgrounds, and schools may be able to enhance ELLs' educational experiences by taking that diversity into account. For example, schools might strive to support ELLs' reading comprehension by choosing instructional texts with culturally-familiar content or by preparing ELLs with appropriate background knowledge when using texts with less familiar content. Furthermore, by fostering an appreciation for diversity within the school's culture, schools may help to facilitate ELLs' transition from home to school and make them feel valued for their cultural heritage and experiences.</p>
<p>Parent and family engagement</p>	<p>Parents and families play important roles in promoting positive student behavior and achievement, but language barriers and a lack of familiarity with the U.S. system of schooling may make it difficult for parents of ELLs to stay informed about their children's progress and become involved in school decisions and activities. Schools can take steps to ease obstacles to parent involvement by providing parent outreach supports, ensuring that school-related communications are disseminated in a language and mode that parents understand, and offering services such as ESL classes and workshops on navigating the school system.</p>

Issues of isolation and segregation	Interactions with model English speakers can help facilitate ELLs' English language development, yet for ELLs who reside in linguistically-isolated households or communities, attend segregated schools, or participate in classes separately from English-proficient peers, access to model English speakers can be limited. To increase this access, schools might choose to incorporate more inclusive teaching practices, use more heterogeneous student groupings, create structured opportunities for ELLs to engage with English-proficient peers, and train ELLs and non-ELLs in strategies for productive peer-to-peer interactions.
Interruptions in schooling or limited formal schooling	Some ELLs have experienced interruptions in their schooling, or arrive in U.S. schools with limited prior schooling. Such students possess varying levels of literacy in their native language and may need intensive and accelerated learning supports to help prepare them to participate meaningfully in academic classrooms. Schools may look for ways to better assess and address these students' individualized learning needs and help them adjust to academic settings by offering short-term newcomer programs or other specialized strategies.
Exiting from ELL status	An important goal in serving ELLs is to help these students become proficient enough in English that they no longer require specialized supports to engage productively with academic content and can therefore exit from ELL status. Schools might use focused strategies to help ELLs—particularly those who have been in ELL status for many years—satisfy ELL exit criteria, which vary across states and districts but can include such factors as performance on the state English language proficiency assessment, performance on state content assessments, teacher recommendations, and classroom grades. Furthermore, once students transition out of ELL status, schools can continue to monitor their progress and provide tutoring, academic counseling, and other supports to former ELLs who need it.
High school completion	Adolescent ELLs face a limited time frame in which to develop English language and literacy skills, master academic content, and satisfy course requirements for graduation. Fitting in coursework that supports their English language development and acquisition of appropriately rigorous academic content can pose challenges. Schools can help mitigate those challenges by creating instructional supports that accelerate ELLs' acquisition of English and academic content, afford opportunities for credit recovery, allow flexible scheduling, or provide extended instructional time.
<p>Source Golden, Laura, Barbara Harris, Diana Mercado-Gardia, Andrea Boyle, Kerstin Carlson Le Floch, and Jennifer O'Day. 2014. <i>A Focused Look at Schools Receiving School Improvement Grants That Have High Percentages of English Language Learner Students (NCEE 2014-4014)</i>. Washington DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	

These recommendations are consistent with those made throughout this *ELA/ELD Framework*. The recommendations in the figure address the unique needs of ELs in general; schools and districts should ensure that their improvement efforts also take into account the particular characteristics, backgrounds, and learning needs of their specific student population.

Shared Leadership and Responsibility

Research on effective professional learning (Desimone 2009) and on effective implementation, or change, (Fixsen and Blase 2009) points to collective participation and facilitative administrative action as important elements of success. *Collective participation* occurs when teachers in the same school, grade level, or department participate in the same professional learning. This collective participation has the potential to promote collaboration, discussion, and shared responsibility (Borko 2004; Darling-Hammond and Sykes 1999; Grossman, Wineburg, and Woolworth 2001; Lewis, Perry, and Murata 2006; Stoll and Louis 2007; Wilson and Berne 1999). Collective participation resonates with Wenger's (1998) social theory of learning, which suggests that learning, rather than being an individual process, is social and collective and that many people learn in communities of practice. Most researchers and reformers agree that communities of practice have the following characteristics:

Teachers work together to

- Reflect on their practice, forming social and professional bonds
- Develop shared understandings about practice and work to refine particular effective practices
- Collaborate on problems of practice using evidence, such as student work and assessment data
- View their teaching from a critical stance, confront challenging topics (such as approaches they have tried but that have failed), and engage in difficult conversations (such as beliefs and attitudes about groups of students)
- Provide mutual support and mutual accountability
- Learn to deal constructively with conflict
- Focus on their improvement to achieve student improvement

Working together to create new program supports, examine student learning, and solve problems is the concrete path to shared responsibility and ownership for student learning outcomes. As goals and priorities are articulated by leaders and all school staff share in deciding next best steps, all teachers, specialists, administrators, and other staff need to assume leadership roles for implementing elements of the plan. These roles are carried out in collaborative settings designed to maximize trust and mutual support. The contributions and worth of every member of the team are honored, nurtured, and supported within a truly collaborative culture. Although conflicts may arise, leaders use effective strategies for leading collaborative work and establishing agreements for “how group members work together, think together, [and] work with conflicts” (Garmston and Zimmerman 2013) to arrive at resolution and creative solutions.

Simply stated, the talents and energies of every educator in a school are needed to accomplish the goals of the CA CCSS for ELA/Literacy and CA ELD Standards. Every member of the staff can lead some aspect of the work, and every individual can be a contributing member of one or more teams.

Research on effective professional learning and on effective implementation, or change, points to collective participation and facilitative administrative action as important elements of success. Collective participation occurs when teachers in the same school, grade level, or department participate in the same professional learning.

Professional Collaborations

There are many formal structures for teacher collaboration; they include professional learning communities, instructional rounds, cycles of inquiry, critical friends groups, and more. These communities of practice (Wenger 1998) use participatory, intentional, and active processes to learn, change, and affiliate. They typically involve protocols for reviewing student work, analyzing data, and observing one another in classrooms. Successful collaborations are marked by trust and respect, although not all interactions are easy.

Knowles' (1973) seminal research on adult learning points to adult learners' needs for independence, autonomy, and relevance to their specific setting. Team members' perceptions of the usefulness of the work are critical.

Effective structures for professional collaboration bring the adults in a school together to work on shared concerns, needs, and strategies and build consensus and ownership for the groups' tasks and outcomes. Student data serve as the catalyst for action and further research in professional collaborations. Analysis of data leads to examination of instruction as well and is "systematically connected to cycles of planning and teaching related to specific learning needs" (Ermeling and Gallimore 2013, 45).

Coaching is often an outgrowth or part of these collegial structures and can take many forms. It can be mentor, instructional, peer, or supervisory coaching. Wei, Darling-Hammond, and Adamson (2010) document the efficacy of coaching that includes modeling, observation, and feedback. They also note that coaching associated with student achievement gains is usually conducted as a part of a coherent school reform effort. Joyce and Showers first documented the impact of coaching in professional learning (1980, 2002) arguing that 90 percent of learners would transfer a new skill into their practice as a result of theory, demonstration, practice, corrective feedback, and job-embedded coaching. The challenge for most schools in implementing coaching is finding the resources to support it; districts and schools need to make hard decisions about resource allocation as they move forward. Creative solutions can be found in technology. For example, while it may be ideal for teachers to observe exemplary teaching in a face-to-face environment, videos of teaching can be used to simulate

the experience followed by collaborative conversations about practice. Teachers and instructional coaches can also engage in online communities of practice to share ideas, ask questions, provide feedback on student work or lesson plans, and a variety of other tasks that are suitable for collaboration in virtual environments.

Creating collegial structures in schools is all the more important for successful implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards. Integrating ELA, ELD, and disciplinary literacy and ensuring that a designated time for ELD is used purposefully require that teachers collaborate frequently to assess student needs and accomplishments, analyze the results of formal and informal assessments, and plan instruction, including multi-disciplinary units, for multiple settings. Collaboration among classroom teachers, specialists, counselors, and other support staff is especially critical in settings with ELs, SELs,

Effective structures for professional collaboration bring the adults in a school together to work on shared concerns, needs, and strategies and build consensus and ownership for the groups' tasks and outcomes.

Creating collegial structures in schools is all the more important for successful implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards. Integrating ELA, ELD, and disciplinary literacy and ensuring that a designated time for ELD is used purposefully require that teachers collaborate frequently to assess student needs and accomplishments, analyze the results of formal and informal assessments . . .

advanced learners, and students with disabilities. Sharing responsibility for student learning means that all teachers are responsible for meeting the needs of students and providing appropriate instruction. ELD instruction and literacy instruction do not occur in just one setting; they occur in all classrooms as well as in designated settings. A range of collegial structures, both formal and informal, should be instituted. They can include grade-level and department meetings, professional learning community meetings, critical friends groups of various sizes, student study teams, and more. Importantly, there should be cross-departmental and cross-specialty groups established to plan for various student groups and for specific instructional approaches.

Planning lessons and units together is an effective collaborative practice. When planning together, teachers should enact the principles and practices discussed throughout this framework. Lesson planning should incorporate the cultural, linguistic, and background experiences students bring to the classroom, the assessed needs of students, and anticipate year-end and unit goals. Unit planning is a complex process that requires teachers to simultaneously consider the specific instructional activities (e.g., hands-on investigations) students experience; the texts students read, interpret, and discuss; the big ideas and essential content understandings students acquire; the types of language students use in speaking and writing; the various tasks that support students to engage meaningfully with content, texts, and one another; the culminating tasks teachers guide their students to successfully perform; and, of course, the clusters of CA CCSS for ELA/Literacy, CA ELD Standards, and appropriate content standards that inform all of these considerations. Because of the intricate and complex nature of unit and lesson planning, clusters of standards should not be identified in isolation of discussions about specific texts, tasks, scaffolding techniques, and performance tasks. Rather, teachers' understandings of the standards should inform initial planning; as the planning process evolves, the clusters of standards actually in focus may shift because of the texts and tasks of units and lessons. The framing questions in figure 11.5 provide a tool for planning.

Figure 11.5. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

Teachers who participate in effective collaboration with their peers benefit by improving their knowledge and instructional practice, and they also have opportunities to exercise leadership and share in decision-making at the grade, department, and school levels (and often at the district level). Teachers in these settings are often able to pursue new paths for leadership beyond the traditional administrative routes. The Center for Teaching Quality (as cited in *Greatness by Design* 2012) suggests that rather than leave the classroom altogether, teachers should occupy new roles in which they split their time between leadership and teaching. Three alternate tracks are proposed: a mentor teacher track, a specialization track, and a hybrid teacher leader track. Opportunities for teachers to earn a reading specialist credential, teacher librarian credential, reading/language arts added authorization, or a Master's degree in reading, English language development, English language arts, or library and information science should be explored with local universities to support teachers who may wish to pursue specialization.

The two snapshots that follow offer examples of promising approaches to professional learning and collaboration. Snapshot 11.1 describes how a school might take initial steps to delve into this *ELA/ELD Framework* in ways that enact the principles for effective professional learning and collegial work discussed earlier in this chapter.

Snapshot 11.1. Using the *ELA/ELD Framework* as a Resource for Site-Based Professional Learning

King Elementary School's principal and teacher leaders (the leadership team) have been preparing year-long professional learning on the *ELA/ELD Framework* for the school's teachers and paraprofessionals. Prior to providing the professional learning, the leadership team participated in intensive professional learning on the *ELA/ELD Framework* so that they could better understand how to implement the CA CCSS for ELA/Literacy and CA ELD Standards in tandem. In the first session they provided to their faculty, they presented an overview of the framework and facilitated a conversation about how to begin integrating the vision and principles of the framework into existing practice. Today, the teacher leaders are facilitating collaborative conversations with their colleagues on the grade-span chapters, which all of the teachers have read prior to the session. The grade-level teams were asked to take notes as they were reading their grade-span chapters and to annotate the ELA and ELD vignettes in their grade-level section. As they discuss the vignettes, the teachers share what they have highlighted using the following questions:

- Which CA CCSS for ELA/Literacy and CA ELD standards are in action at different points in the vignettes?
- How are teachers collaborating with one another and with parents, administrators, and others?
- How are students interacting meaningfully with others and with content?
- How are students using language, and what types of new language are they developing?
- How does the teacher determine when students need additional support and how is the support provided?
- What is the role of content, and what is the role of language?
- How does this connect to your current practice?

Snapshot 11.1. Using the *ELA/ELD Framework* as a Resource for Site-Based Professional Learning (cont.)

An excerpt from the fourth grade teaching team's discussion and analysis of a vignette from their grade-level section follows.

Vignette 5.1 Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four	Fourth grade team's notes
<p>Background: Mrs. Patel's class of 32 fourth graders write many different text types during the course of the school year.</p> <p>Lesson Context: At this point in the biography unit, Mrs. Patel's students are researching a California historical figure of their choice. Ultimately, students will individually write a biography on the person they selected and provide an oral presentation based on what they wrote. They research their person in small research groups with others who have selected the same person. They read books or articles and view multimedia about the person; discuss the findings they have recorded in their notes; and work together to draft, edit, and review their biographies and oral presentations. Texts are provided in both English and in the primary languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are able to read in both languages . . .</p>	<p>Lots of writing in this classroom</p> <p>W.4.3 – Write narratives to develop real or imagined experiences or events . . .</p> <p>W.4.4 – Produce clear and coherent writing</p> <p>W.4.7 – Conduct short research projects</p> <p>Primary language support (scaffolding) and promoting biliteracy</p>

After the grade-level discussions about the vignettes, each teaching team creates and presents a poster that captures the salient points of the vignettes (including the principal instructional approaches), which they use to report their findings to the rest of the staff. The principal then facilitates a discussion during which the staff come to a consensus on the instructional principles and practices they agree to implement in their classrooms in the coming month. The grade-level teacher leaders and the principal provide support to their colleagues during initial implementation, and they promote reflective conversations at grade-level collaboration meetings on practices that are working and practices that are still challenging. At the next professional learning session a month later, the staff shares successes and challenges, as well as student work they have gathered, to determine next steps.

Snapshot 11.2 provides an idea for how a district might plan for multi-year, districtwide professional learning on this *ELA/ELD Framework* in ways that build further on the principles for professional learning and collaboration.

Snapshot 11.2. Districtwide, Multi-Year Comprehensive Professional Learning

Esperanza School District is in the third year of districtwide professional learning on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the *ELA/ELD Framework*. The district's five-year plan includes professional learning for site and district leadership and professional learning staff (including instructional coaches) and all teachers and paraprofessionals, as well as collaborative work with parents and community groups. Each year, all educators in the district participate in deep professional learning that includes multi-day institutes and ongoing seminars for discussing the framework and standards, research and exemplary practices, collaborative work with job-alike colleagues, and reflection on practice. The first three years of the district's plan for multi-year comprehensive learning follows:

Esperanza School District Multi-Year Professional Learning Plan		
Year One	Year Two	Year Three
<p>Instructional Leaders: All district and site administrators and professional learning staff receive professional learning on instructional leadership and participate alongside teachers in professional learning on the <i>ELA/ELD Framework</i>.</p> <p>Teachers: All teachers begin year one of professional learning cycles on enacting pedagogy called for in the <i>ELA/ELD Framework</i>, refining existing units/lessons, implementing new practices.</p> <p>Parents: District and site instructional leaders facilitate monthly meetings with parents on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the <i>ELA/ELD Framework</i>.</p>	<p>Instructional Leaders: Instructional leaders begin serving as co-facilitators of after-school seminars, collegial coaching sessions, and PLCs; they continue to receive professional learning alongside teachers and district support for leadership.</p> <p>Teacher Leaders: Selected grade-level/department teacher leaders receive professional learning on teacher leadership.</p> <p>Teachers: All teachers continue with year two of professional learning, going deeper into the framework and related pedagogy and developing units and lessons.</p> <p>Parents: Site instructional leaders facilitate monthly meetings with parents to discuss home and school practices to support student success with the CA CCSS for ELA/Literacy and the CA ELD Standards.</p>	<p>Instructional Leaders: Instructional leaders continue serving as facilitators of after school seminars and collegial coaching in collaboration with teacher leaders; they continue to receive professional learning alongside teachers and district support for leadership.</p> <p>Teacher Leaders: Teacher leaders continue to receive professional learning on teacher leadership and begin to lead grade-level PLCs.</p> <p>Teachers: All teachers continue with year three of professional learning, going deeper into the framework and related pedagogy and developing and refining units and lessons.</p> <p>Parents: Site instructional leaders and teacher leaders begin to co-facilitate monthly meetings with parents to support student success with the CA CCSS for ELA/Literacy and the CA ELD Standards.</p>

Snapshot 11.2. Districtwide, Multi-Year Comprehensive Professional Learning (cont.)

All teachers in the district participate in the district's model of professional learning cycles, which are initially facilitated by district and site instructional leadership and ultimately led by teacher leaders.

Esperanza School District Professional Learning Cycles

- Summer (multi-day and multi-year) institutes: All educators in the district participate in intensive professional learning on the *ELA/ELD Framework*.
- After school seminars (monthly x 8): All staff members at school sites meet to read and discuss professional articles, standards, framework chapters; view and discuss videos of instructional exemplars; collaboratively plan lessons in a guided format; and reflect on effectiveness of instructional practices.
- Collegial coaching (quarterly x 3, facilitated by site or district coach or the principal): Grade-level/department teams meet during the school day to observe model lessons taught by professional learning staff or principal, observe one another teach their own students and provide feedback, collaboratively plan lessons, discuss student work, and reflect on impact of instruction.
- Grade-level meetings (weekly, facilitated by teacher leaders): Grade-level/department teams meet to plan lessons, discuss successes and challenges, share resources, analyze student work, and make adjustments to instruction based on analyses and ongoing learning.

The district has also refined its approach to new teacher induction and has a parallel strand of support for teachers new to the district. In addition, online communities of practice connect grade- and discipline-alike teachers, as well as teacher leaders and instructional leaders, across the district. Esperanza's educators use the online community of practice to share resources, discuss successes and challenges, and problem solve. While the districtwide, multi-year comprehensive professional learning model requires investments of time and resources, district educators and parents note that the benefits of the model for student learning and teacher professional satisfaction are immeasurable.

Snapshots 11.1 and 11.2 show examples of teachers and other leaders reviewing student work to analyze the impact of instruction. As discussed in chapter 8, the skilled use of assessment to support student achievement is essential, and school leaders need to establish an effective system of assessment at both the district and school level. Figure 11.6 describes a process for conducting an inventory of the types and uses of assessments within assessment cycles.

Figure 11.6. Inventory of Types and Uses of Assessments

Refer to chapter 8, figure 8.5, to complete an assessment inventory for your school and district:

1. For each assessment cycle in figure 8.5, identify which type of assessment you, your school, or your district uses.
2. Does the assessment address ELA or ELD?
3. Which students are assessed?
4. Where are the assessment data stored? Who has access to the data?
5. For what purposes are assessments in each cycle used (e.g., guiding day-to-day instruction, informing professional learning, making placement decisions, monitoring progress, determining resource allocation)?

After the assessment inventory is completed, use these questions to guide your thinking/discussion about assessment use in your school/district:

1. What assessments do you use at your school to inform you about student achievement in ELA and ELD?
2. What does the information tell you about your students' strengths and needs?
3. What assessments guide day-to-day teaching and learning?
4. Which assessment methods are the most useful for your purposes? Why?
5. What other assessment data do you think you need to achieve a comprehensive system at your school and district?
6. Do you think you make effective use of the data from each assessment cycle?
7. How could you improve your use of data within each assessment cycle to make it more effective?
8. What support would school or district personnel need to make more effective use of assessment data in ELA and ELD?

Monitoring ELD Progress—A Shared Responsibility

Ensuring continuous and accelerated progress in ELD for EL students who are learning English as an additional language is a shared district and school responsibility. Establishing a well-designed plan for monitoring ELD progress ensures that all educators in the district, parents and community members, and students understand how the district is accountable for the linguistic and academic success of all ELs. Districts also need to ensure that former ELs (students who were once classified as ELs and who exited official EL status) continue to experience success as lifelong language learners. Developing and implementing a plan for monitoring ELD progress in collaboration with all stakeholders in the district is most successful when communication is open and transparent. Such a plan provides a systematic approach to ensure that timely and necessary actions are taken so that ELs do not “fall through the cracks.”

The sample district plan in figure 11.7 outlines local accountability and responsibility for monitoring and supporting the ELD progress of ELs. The sample plan also addresses the lifelong language learning needs of former ELs (as signaled in the CA ELD Standards Proficiency Level Descriptors) so that they, too, continue to progress in their academic and linguistic development.

Figure 11.7. Sample Districtwide Plan for Monitoring ELD Progress

Millefleur District's ELD Progress Monitoring Plan²

District Leadership Responsibilities

1. Establish a clearly articulated and publicly available plan for monitoring ELD progress.
 - **Identify all EL and former EL students** in the district and provide information to schools and teachers (before the start of the school year) that includes detailed demographic information, including how long students have been in the U.S., their primary language, their schooling background and level of literacy in their primary language, academic and linguistic progress on state summative assessments, district interim assessments, etc.
 - **Provide guidance to schools** for accelerated and intensive support to identified long-term English Learners and former ELs experiencing difficulty.
 - **Monitor EL student progress longitudinally**, determine appropriate timelines for language development (using state summative and local progress monitoring data), and act swiftly when ELs and former ELs appear to be *stalling* in their linguistic and/or academic progress.
 - **Document where ELs have been placed**, and ensure they are appropriately placed with the most highly qualified teachers and in the courses that will meet their specific instructional needs. For high schools, ensure ELs have full access to a–g coursework.
 - **Identify EL students who are potentially ready to reclassify as English proficient.**
 - **Communicate ELs' progress to parents and families** in a manner and setting that invites open discussion and collaboration.
2. Engage in internal accountability practices and provide continuous support to all schools to ensure ELD progress.
 - **Monitor schools frequently**, including classroom observations and debriefing meetings that promote dialogue, and provide formative feedback to site administrators, counselors, specialists, teacher leaders, and teachers.
 - **Work with schools to develop a clear plan for comprehensive ELD** that includes both integrated and designated ELD. Ensure schools are supported to continuously refine their comprehensive ELD program, based on student needs and a variety of data, including student perception surveys and parent feedback.
 - **Promote a culture of learning and continuous improvement** by providing sufficient time for professional learning and ongoing mentoring for all administrators, instructional coaches, teachers, specialists, counselors, and paraprofessionals.
 - In particular, ensure that all district educators understand the principles and practices in the *ELA/ELD Framework*, including formative assessment practices and interim assessments that are based on the CA ELD Standards, as well as how to use assessment results appropriately.
 - **Determine the adequacy of curricular materials** for meeting the needs of ELs, and make adjustments when needed.
 - **Ensure teachers have access to high-quality professional learning** that includes a variety of formative assessment practices for monitoring ELD progress and responding to identified learning needs throughout the year.

² This sample plan is ideally integrated within a district's English Learner Master Plan, which addresses EL programs and services; family and community involvement; EL identification, placement, and reclassification; and policies regarding monitoring, evaluation, and accountability of EL instructional services related to the continued success of ELs and former ELs.

Millefleur District's ELD Progress Monitoring Plan (cont.)

School Leadership Responsibilities³

1. Ensure that all teachers understand the district's plan for monitoring ELD progress.
 - **Study and discuss as a staff the district ELD Progress Monitoring plan** (before the school year begins), and provide an open forum for continuous discussion.
 - **Encourage teachers** to implement new instructional and assessment practices and reflect on successes and challenges.
 - **Monitor successes and challenges**, and use this data to inform the district's refinement of the plan.
 - **Engage teachers in purposeful data analysis** for reflection on practice and programs (e.g., examining longitudinal ELA and ELD summative assessment scores to ensure ELs are progressing sufficiently, interim ELA and ELD assessment data, as well as student writing, observation data, and other sources of evidence of student learning). In addition, analyze data to identify students who appear to be ready to reclassify as English proficient and initiate a district-approved process for considering reclassification.
2. Promote a culture of learning for all teachers.
 - **Ensure all teachers receive substantive professional learning**, including on going coaching support, on the CA CCSS for ELA/Literacy and other content standards, the CA ELD Standards, and the *ELA/ELD Framework*.
 - **Ensure all teachers have time to meet in grade-level/department teams** to plan instruction, discuss student work, reflect on successes and challenges, and learn from one another.
 - **Model being a leader and a learner simultaneously.**
3. Monitor the instructional services ELs receive.
 - **Ensure all ELs receive quality learning opportunities across the disciplines** (ELA, mathematics, science, history/social studies, technical subjects).
 - **Ensure all ELs receive both integrated and designated ELD**, provided in a way that best meets their instructional needs.
 - **Engage in continuous conversations** about instructional practice with teachers and instructional coaches, based on classroom observations.

Teacher Responsibilities

1. Promote a culture of learning for ELs.
 - **Use content standards, the CA ELD Standards, the *ELA/ELD Framework*** (as well as other high quality resources) to inform instructional planning.
 - **Work collaboratively with colleagues** to develop and refine lessons and units, evaluate student work, and reflect on instructional practice.
2. Continuously monitor ELs' progress.
 - **Use the district's ELD Progress Monitoring plan**, and provide useful feedback on refinements.
 - **Use primarily short-cycle formative assessment** to inform instructional practice.
 - **Use the CA ELD Standards to inform assessment practices** (see the section on assessment of ELD progress in chapter 8 of this *ELA/ELD Framework* for an example).
 - **Use interim/benchmark and summative assessment results** (both content and ELD assessments) judiciously, appropriately, and strategically to complement (and not replace) formative assessment.

³ This includes site administrators, instructional coaches, education specialists, and teacher leaders.

Careful coordination of each level of responsibility (district, school, teacher, specialists) is essential to ensure the continuous linguistic and academic progress of all ELs. More guidance on assessing ELD progress is provided in chapter 8.

Program Supports

Districts and schools exist within the context of the community, and district and school professionals work with parents, families, community members, and organizations to create the structures necessary for effective schooling. Within the school, specific supports exist to sustain and augment classroom curriculum, instruction, and assessment.

Although the classroom is the hub of learning for all students in a school, other school supports are necessary to ensure student success. Five specific types of support—specialists and other staff, libraries and teacher librarians, expanded learning programs, parents and families, and partnerships—are discussed here. Beyond these five, many other forms of support exist within schools, including counseling, health services, extracurricular activities, technology centers, and more. What unifies all of these efforts is the goal to support effective first instruction and provide additional instructional services as needed.

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Specialists and Other Staff

These individuals may be language development specialists, special education teachers/specialists, reading/language arts specialists, psychologists, speech and language specialists, or other support personnel. Their expertise is particularly important in analyzing student data and recommending effective instructional practices, and specialists serve as a resource to individual teachers and collaborative groups. They often lead processes such as student study teams or student success teams bringing many professionals and the family together to identify appropriate strategies, services, and interventions.

A coordinated plan of instruction for all students, regardless of the type of literacy needs they have, should be developed for the school, grade, and/or department. In many cases specialists and other school staff teach with classroom teachers, or co-teach, to support students within their classroom setting.

Classroom teachers and specialists work together to determine how to support students to read complex texts, contribute meaningfully to academic conversations, and produce argumentative, informative, and narrative writing. English learners, SELs, and students who are experiencing reading and writing difficulties may need additional services, such as diagnostic assessments, tutorials, small group instruction, and modified instruction. A coordinated plan of instruction for all students, regardless of the type of literacy needs they have, should be developed for the school, grade, and/or department. In many cases specialists and other school staff teach with classroom teachers, or co-teach, to support students within their classroom setting. See figure 11.8 for information on models of co-teaching.

Figure 11.8. Models of Co-Teaching

Co-Teaching Model	Description	Advantages
One Teach, One Observe	One teacher (either the general educator or specialist) provides instruction to the whole class or group while the other observes one or more specific students.	<ul style="list-style-type: none"> • Opportunity to observe student behavior and understanding of content in the classroom context
One Teach, One Assist	One teacher provides instruction while the other teacher assists students as needed.	<ul style="list-style-type: none"> • Individualized support is provided
Station Teaching	Each teacher provides instruction on different content at a station in the classroom. Students rotate from one to another. There may also be a station at which they work independently.	<ul style="list-style-type: none"> • Lower adult-student ratio • Increased student participation • Co-planning provides opportunity for professional learning
Parallel Teaching	Both teachers provide the same instruction at the same time to different groups of students.	<ul style="list-style-type: none"> • Lower adult-student ratio • Increased student participation • Increased opportunity to monitor understanding • Co-planning provides opportunity for professional learning
Supplemental Teaching	One teacher provides instruction to students working on grade level. The other teacher meets with a small group of students to provide remediation, enrichment, or re-teaching, as appropriate.	<ul style="list-style-type: none"> • Instruction addresses the needs of the learners
Alternative Teaching	Each teacher meets with a different group and presents the same information using different approaches based on the needs of the learners.	<ul style="list-style-type: none"> • Instruction addresses the needs of the learners • Instructional time is maximized
Team Teaching	Co-teachers share instruction. Both are actively involved in the lesson, each moving in and out of the lead role.	<ul style="list-style-type: none"> • Students benefit from the skills of both teachers • Co-planning provides opportunity for professional learning

Libraries and Teacher Librarians

Given the demands for independent reading and reading across the range of literary and informational texts in the CA CCSS for ELA/Literacy and the CA ELD Standards, library professionals are more important than ever to the success of students in achieving the standards. Teacher librarians have key responsibilities for building library collections that accomplish the following:

- Nurture students' love of literature and pursuit of knowledge
- Support instruction in all content areas
- Reflect the languages spoken by students and their families and those taught in biliteracy programs
- Represent and connect with the cultures and interests of all students and their families in positive and relevant ways
- Build students' technological and critical competencies

Given the demands for independent reading and reading across the range of literary and informational texts in the CA CCSS for ELA/Literacy and the CA ELD Standards, library professionals are more important than ever to the success of students in achieving the standards.

Teacher librarians are also key collaborators with classroom teachers on research projects and other inquiry-based learning. In addition, they coordinate with classroom teachers and other specialists to address the *Model School Library*

Standards (<http://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf>) (CDE 2011) in classroom and library instruction. Critically important for 21st century learners, students need to acquire information literacy skills in conjunction with their instruction in ELA, ELD, and disciplinary literacy. Information is defined by the Model School Library Standards as "words (printed or spoken), visual images (including photographs and artwork), and music" (2011, viii) and can be found in print, media, or digital format.

The Model School Library Standards include four overarching standards common across all grades accompanied by detailed standards for each grade, kindergarten through grade six, and for each span, grades seven and eight and grades nine through twelve. The four broad concepts or standards include the following:

1. Students access information.
2. Students evaluate information.
3. Students use information.
4. Students integrate information literacy skills into all areas of learning.

Support for well-supplied and well-staffed libraries is difficult to achieve for many schools; however, obtaining adequate financial and personnel resources for school libraries is critically important.

Given the interdisciplinary and integrated nature of curricula required by the CA CCSS for ELA/Literacy and the CA ELD Standards, the Model School Library Standards fit naturally into instruction at all grades.

Support for well-supplied and well-staffed libraries is difficult to achieve for many schools; however, obtaining adequate financial and personnel resources for school libraries is critically important. Providing a rich and wide selection of texts and other media in English and the primary language(s) of students and teaching information literacy to students are necessary if students are to achieve the standards and succeed in the 21st century. Close collaboration between teachers, administrators, specialists, and teacher librarians is essential

to ensure that all students see themselves represented in the texts in libraries (either print or digital) and that libraries promote respect for all types of diversity. (See chapters 2 and 9 of this *ELA/ELD Framework* for specific guidance on promoting cultural and linguistic diversity awareness.)

Expanded Learning Programs

Before school and after school programs both extend classroom learning and expand learning into areas not typically offered during the school day. Schools should take advantage of the rich opportunities for creative expression, active experiences, and positive interactions with literacy that these programs offer.

Before school and after school programs both extend classroom learning and expand learning into areas not typically offered during the school day. Schools should take advantage of the rich opportunities for creative expression, active experiences, and positive interactions with literacy that these programs offer. In addition, expanded learning programs can support students who experience difficulty completing homework, who need help with long-term projects, or who need additional instructional time and assistance. Coordinating literacy experiences between expanded day programs and regular classroom instruction is critically important; however, specific structures for communication and coordination need to be in place for that to occur. Classroom teachers, school administrators, and expanded learning staff work collaboratively to

establish coordination and communication goals and structures. Extended or expanded learning programs offer students ways to succeed in a variety of settings: They are not a continuation of the school day but a complement to classroom instruction. Expanded learning programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, careers, and life.

Extended learning time is critical for ensuring that EL students participate in coursework in all content areas and also receive the specialized support they need to develop English as an additional language. Newcomer ELs especially benefit from extended learning. Some of the options for extending learning for ELs include after school programs, summer school and other programs provided during school vacations, and Saturday programs. The content of these extended day and year programs should be carefully coordinated with and support the academic and linguistic goals teachers have during the regular school day.

Parents and Families

Parents and families are each child's first teachers and their best supporters and resources. Involving parents and families in the literacy development of their sons and daughters and in the literacy life of the school can take many forms. Parents and families are the natural partners and allies for the teachers and specialists who teach their children on a day-to-day basis. Frequent and effective communication in person, at school, or through a home visit is the best means for learning about the young person and supporting the parents to help him or her. Communication via email, text, phone, newsletter, personal note, and school Web site is also important. Communicating in the family's primary language is essential, as is valuing the cultural resources and assets that the family brings.

Parents and families are the natural partners and allies for the teachers and specialists who teach their children on a day-to-day basis. Frequent and effective communication in person, at school, or through a home visit is the best means for learning about the young person and supporting the parents to help him or her.

The school and classroom teachers employ a variety of strategies for informing parents and families about the goals of ELA, ELD, and disciplinary literacy instruction and for engaging them in setting mutual goals for their student's progress. Parents are informed about classroom assignments and the role of homework in reinforcing previously taught material; they also are provided suggestions for supporting their students at home. Schools that have consistent approaches to homework and that provide ways for all parents to support their children with homework are in a better position to create positive school-parent relationships because when parents are able to take an active role in their child's education, they feel more connected to schools. Parents and family members should be personally invited to visit the classroom and volunteer in the school; when parents do visit and volunteer they need to be welcomed, made comfortable, and given tasks that make them feel like a part of the school community. The school should work with families and the community to increase the number of books in the homes, access to the community library, and other out-of-school literacy opportunities. Importantly, the concerns, hopes, and insights that parents and communities have should be solicited and be heard.

Schools should have systems in place for connecting families new to the U.S. to appropriate social services and community groups. For example, schools make sure that refugee families know where to find different types of support, whether from community groups, government services, or other organizations. Schools should acknowledge that the U.S. schooling system may be extremely unfamiliar to parents and families of some ELs. Schools support families and students not only by welcoming new families to the school but also by providing guidance to parents to navigate through the school system from entry through graduation and engaging parents as valuable partners in their child's education, regardless of their economic, cultural, linguistic, or educational backgrounds.

Several suggestions for parent and family involvement follow in figure 11.9.

Figure 11.9. Principles and Guidance for Parent Involvement

Principle	We need to . . .	We need to avoid . . .
<p>Build parental self-efficacy</p>	<ul style="list-style-type: none"> • Give specific ideas on how to help: <ul style="list-style-type: none"> - "Every 4–5 pages, stop reading and ask your child to tell you what has happened so far." • To the degree possible, help parents find support if they lack some of the skills or knowledge needed to participate. • Invite parents to participate by sharing their unique skills, knowledge, or histories with the class. For example: <ul style="list-style-type: none"> - Teaching words or phrases in languages other than English - Gardening - Musical talents - Technology skills 	<ul style="list-style-type: none"> • Vague requests to work with students: <ul style="list-style-type: none"> - "Make sure your child understands what she reads." • Blame: <ul style="list-style-type: none"> - "They should know this stuff!" • Expectations that all parents should be involved in the same way (e.g., reading a book to the class, sewing costumes for the theatre production).

Principle	We need to . . .	We need to avoid . . .
<p>Be respectful of competing demands</p>	<ul style="list-style-type: none"> • Offer logistical support for at-school activities: <ul style="list-style-type: none"> - Arrange for bus transportation or some sort of travel voucher for public transportation - Provide child care for siblings - Provide meals if activities are held near a mealtime - Offer a variety of days and times for participation (i.e., days, evenings, weekends) • Provide off-site ways to get involved: <ul style="list-style-type: none"> - Home visits - Activities based in neighborhoods - Meetings by phone - Take-home activities - Communication logs 	<ul style="list-style-type: none"> • To the extent possible, requests for involvement that are not mindful of competing demands: <ul style="list-style-type: none"> - Invitations for parents only, unless there is also on-site child care - One-time-only events - Events held only during regular working hours (during which family or friends are less likely to be able to help with transport and child care) - Events that conflict with mealtimes, bus pickup and dropoff times, and other events requiring parental supervision - Events that present only one way to participate (e.g., if a parent cannot attend workshops, not offering an alternative way to get the information)
<p>Support positive role construction</p>	<ul style="list-style-type: none"> • Work to create a shared definition of parent roles (which is not the same as convincing parents to take on our vision for their roles): <ul style="list-style-type: none"> - Share our expectations for parent involvement, and ask parents about theirs - Explain why we ask them to do certain things - Explain why they are uniquely suited to do certain things • Ask parents what they view as important in helping their students succeed, and add those things to your family involvement agenda whenever possible. • Be open and inviting to share our roles as teachers—truly seeing parents as partners. • Encourage parents to invite their peers to participate. 	<ul style="list-style-type: none"> • Thinking that parents are disengaged or do not care about their children if they do not participate in specific ways. • Thinking of parental involvement as a one-way street (we tell them what to do).

Principle	We need to . . .	We need to avoid . . .
<p>Provide sincere invitations to get involved</p>	<ul style="list-style-type: none"> • Create inviting spaces for adults to make it clear that school is their place, too: <ul style="list-style-type: none"> - Appropriate-sized furniture - Adult lending libraries of parenting resources - Prominently posted pictures of students and families interacting at school - Welcoming environmental print, in multiple languages, if possible (e.g., “Welcome, parents! We’re so glad you’re here! Please stop and say hello in the office before joining your student in his or her classroom.”) • Welcome new students and new families: <ul style="list-style-type: none"> - When a new student enrolls, include a welcome note to the student and his or her family members in a newsletter - Make a point of personally welcoming the family (e.g., “We’re so glad that all three of you are joining our classroom [or school] family!”) • Be sure that students have the chance to invite participation as well: <ul style="list-style-type: none"> - Provide students with a lending library of family activities that they can invite parents to engage with - Have students write invitations to such things as school performances 	<ul style="list-style-type: none"> • Environments that make adults feel like intruders: <ul style="list-style-type: none"> - Child-sized seating options only - Environmental print sending the message that parents are not a part of the group (e.g., “ATTENTION: ALL PARENTS MUST CHECK IN AT THE OFFICE AND PICK UP A VISITORS’ BADGE!!!”)
<p>Source Adapted from Roberts, Kathryn. 2013. “Partnering with Parents.” In <i>Handbook of Effective Literacy Instruction</i>, edited by Barbara M Taylor and Nell K. Duke, 572-589. New York: Guilford. Copyright Guilford Press. Reprinted with permission of the Guilford Press.</p>		

In addition, the National Parent Teacher Association has developed National Standards for Family-School Partnerships. They include the following:

- Standard 1: Welcoming all families into the school community
- Standard 2: Communicating effectively
- Standard 3: Supporting student success
- Standard 4: Speaking up for every child
- Standard 5: Sharing power
- Standard 6: Collaborating with community.

The organization's National Standards for Family-School Partnerships Assessment Guide provides several indicators for each of the standards. The indicators, presented in the form of a rubric, include examples for what good practice looks like at the emerging, progressing, and excelling levels. Figure 11.10 provides the rubric for one indicator of Standard 4.

Figure 11.10. One Indicator of Standard 4 of the National PTA Standards for Family-School Partnerships

Indicators	Quality of Implementation		
	Level 3 Excelling Highly functioning level of development and implementation	Level 2 Progressing Functioning level of development and implementation	Level 1 Emerging Limited level of development and implementation
Learning about resources	Guidance counselors, parent advocates, and teachers work with families to take advantage of resources and programs that support student success. They target families who may not know how to access these resources. <i>For example, they work with families whose children are underrepresented in advanced classes to encourage their sons and daughters to take higher-level courses.</i>	Meetings at school and in the community help families better understand students' options for extra academic support or enrichment. <i>For example, the PTA/parent group and school co-sponsor informational sessions on after-school and summer learning programs.</i>	The PTA/parent group helps develop and distribute information about available programs and resources, such as magnet programs in math, science, and Advanced Placement classes. <i>For example, the school and parent group create a school handbook with academic resources that is available in all languages spoken in the community.</i>
Source National PTA. <i>National Standards for Family-School Partnerships Assessment Guide.</i>			

Parents and families are essential partners in promoting literacy and language development for their children. Parents' desire for the best for their children should be consistently nurtured and regularly celebrated by schools and districts. Enlisting parent and family understanding and support of the CA CCSS for ELA/Literacy, the CA ELD Standards, and this *ELA/ELD Framework* are key. California's vision for its students can only be realized when it is shared by students' parents and families.

Partnerships

The larger community of cultural, ethnic, and social community groups; local businesses; local government; and service groups can be effective school partners. Soliciting funds should not be the only interaction the school has with these groups. These groups are often good sources for professional learning (e.g., cultural awareness, art and music), volunteers, field trips, publicity, and advocacy. Just as parents and families need to be valued and feel welcome in the school, so too do community agencies and businesses.

Local colleges and universities, professional organizations, technical assistance agencies, and public agencies can be good sources of expertise and professional learning for the school. Mentoring, tutoring, student teacher placement, and other specific opportunities to collaborate may be available. Strategic identification of services available from these groups and other partnership opportunities increases the support for the literacy goals of the school.

Building relationships and a shared vision for students' literacy goals with a broad range of individuals and organizations inside the school and school district and within the community and larger professional milieu may bring positive support to the school and its students.

Building relationships and a shared vision for students' literacy goals with a broad range of individuals and organizations inside the school and school district and within the community and larger professional milieu may bring positive support to the school and its students.

Conclusion

The professional learning, leadership, and program supports needed to successfully implement the CA CCSS for ELA/Literacy and CA ELD Standards are complex and many. The opportunities for increased student engagement and success, however, are great. Dedicated professionals supported by families and communities within a collaborative and learning culture have the potential to make these goals a reality for California's children and youth.

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Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards

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While standards describe what students are expected to know and be able to do, they do not define curriculum and how teachers should teach. The previous chapters in this framework have helped to provide some of that guidance – how the standards would look inside a classroom, how to use assessment strategies to promote student learning, how technology can be integrated for engagement and learning, and how to support all students to reach their learning goals. Another important instructional resource to help teachers instruct and all students to learn is the development and careful selection of high-quality instructional materials to support the implementation of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) (CDE 2014) and the California English Language Development (CA ELD) Standards (CDE 2013a). Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and texts.

This chapter provides guidance for the selection of instructional materials, including the state adoption of instructional materials for grades kindergarten through grade eight, guidance for local educational agencies (LEAs) on the adoption of instructional materials for students in grades nine through twelve, the social content review process, supplemental instructional materials, and accessible instructional materials.

State Adoption of Instructional Materials

The State Board of Education (SBE) adopts instructional materials for use by students in kindergarten through grade eight. LEAs—school districts, charter schools, and county offices of education—are not required to purchase state-adopted instructional materials according to *Education Code (EC)* Section 60210(a). However, if an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. As part of the evaluation process conducted by the LEA, the review must include a majority of classroom teachers from that content area or grade-level [EC Section 60210(c)].

There is no state-led adoption of instructional materials for use by students in grades nine through twelve, and LEAs have the sole responsibility and authority to adopt instructional materials for those students.

It should be noted, however, that the selection of instructional materials at any grade level is an important process that is guided by both local and state policies and procedures. As part of the process for selecting instructional materials, EC Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to the substantial teacher involvement.

The primary resource when selecting instructional materials is the *Criteria for Evaluating Instructional Materials for Kindergarten through Grade Eight* (Criteria) and is discussed in the next section. The Criteria include comprehensive descriptions of effective instructional programs that are aligned to the CA CCSS for ELA/Literacy and the CA ELD Standards and will be the basis for the 2015 Adoption of English Language Arts/English Language Development Instructional Materials. The Criteria are a useful tool for LEAs conducting their own instructional materials evaluations. An additional evaluation resource that can be used to ensure that all students have access to high-quality and well-

aligned instructional materials is the *Toolkit for Evaluating Alignment of Instructional and Assessment Materials* developed by Achieve, the Council of Chief State School Officers, and Student Achievement Partners (2014). Information about the toolkit, additional guidance for evaluating instructional materials for grades nine through twelve, conducting the social content review, and information regarding supplemental instructional materials are provided later in this chapter.

Criteria for Evaluating Instructional Materials for Kindergarten Through Grade Eight

State-adopted instructional materials help teachers to present and students to learn the content set forth in CA CCSS for ELA/Literacy, as modified pursuant to California *EC* Section 60605.10 (added by Senate Bill 1200, Statutes of 2012) and, where appropriate, the inclusion of the CA ELD Standards, pursuant to California *EC* Section 60207(c).

The CA CCSS for ELA/Literacy are comprised of three main sections: a comprehensive English language arts/literacy K–5 section and two content area-specific sections for grades 6–12 (one for English language arts and one for literacy in history/social studies, science, and technical subjects). For this adoption of English language arts instructional materials, reference to the CA CCSS for ELA/Literacy includes only the K–5 English language arts/literacy and the 6–8 English language arts standards (CA CCSS for ELA).

These criteria for evaluating instructional materials are only for alignment to the CA CCSS for ELA for kindergarten through grade eight. While these instructional materials provide support and opportunities for teachers of English language arts to work collaboratively with other content-area teachers to develop student literacy, they are not intended to replace content-based instructional materials. Guidance to assist local educational agencies in selecting standards-aligned instructional materials for grades nine through twelve are discussed later in this chapter. The standards for Literacy in History/Social Studies, Science, and Technical Subjects in grades 6–12 will be addressed in other content-area instruction although there should be supportive materials such as novels, biographies, essays, and assistance on text structure and language in the other disciplines. These standards may be viewed on pages 79–89 in the CA CCSS for ELA/Literacy (CDE 2013a, 79-89) (<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>).

This document establishes criteria for evaluating instructional materials for the eight-year adoption cycle beginning with the adoption in 2015. These criteria serve as evaluation guidelines for the statewide adoption of ELA and ELD instructional materials for kindergarten through grade eight, as called for in *EC* Section 60207.

The criteria in this section draw from criteria used for past instructional materials adoptions and from the *Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2* (Revised 5/16/2012) (http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf) (Coleman and Pimentel 2012a) and *Grades 3–12* (Revised 4/12/2012) (http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf) (Coleman and Pimentel 2012b). There are a number of supportive and advisory documents that are available for publishers and producers of instructional materials that define the depth and shifts of instruction. These documents include “Preliminary Test Blueprints” and “Item/Task Specifications” found on the Smarter Balanced Assessment Consortium Web site (www.smarterbalanced.org) (SBAC 2013) and this *English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)*. In addition, publishers should recognize how the structure of the *ELA/ELD Framework* organizes the topic of curriculum and instruction into a discussion of the standards for ELA and ELD around five themes: Meaning Making, Language Development, Effective Expression, Content

Knowledge, and Foundational Skills. This framework supports content which can be delivered to build the skills of creativity and innovation, critical thinking and problem solving, collaboration, communication, and construction and new understanding of knowledge across content areas.

It is the intent of the SBE that these criteria be seen as neutral regarding the format of instructional materials. Print-based, digital, and interactive online programs may all be submitted for adoption as long as they are aligned to the evaluation criteria. Any gross inaccuracies or deliberate falsification revealed during the review process may result in disqualification, and any found during the adoption cycle may subject the program to removal from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content. All authors listed in the instructional program are held responsible for the content. Beyond the title and publishing company's name, the only name to appear on a cover and title page shall be the actual author or authors.

Types of Programs

This adoption process will consider five types of programs. Publishers may submit programs in any or all of the five types of programs:

- Program 1: English Language Arts Basic Program, Kindergarten Through Grade Eight (Program 1 Basic ELA);
- Program 2: English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 2 Basic ELA/ELD);
- Program 3: Biliteracy Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 3 Basic Biliteracy);
- Program 4: Intensive Intervention Program in English Language Arts, Grades Four Through Eight (Program 4 Intensive Intervention ELA); and
- Program 5: Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD).¹

For Programs 2, 3, and 5, designated English language development (ELD) instruction is defined as a protected time during the regular school day where teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. During designated ELD—and only during designated ELD—English learners should be grouped at similar English language proficiency levels so that teachers can strategically target their language learning needs. Designated ELD instruction time is intended to be used as a protected time where English learners receive the type of instruction that will accelerate their English language and literacy development. Designated ELD instruction is for those students making progress in English language acquisition through the basic program's curriculum. For this framework, integrated ELD refers to ELD instruction throughout the day and across the disciplines. All teachers with English learners in their classrooms should use the CA ELD Standards in addition to their focal ELA/Literacy and other content standards to support the linguistic and academic progress of English learners. (See chapter 2 in this *ELA/ELD Framework* for more detailed descriptions of designated and integrated ELD.)

Specialized ELD instruction in Program 5 is defined as instruction that is recommended for those students in grades four through eight who are at risk of becoming or are long-term English learners. In grades four through eight, specialized ELD instructional materials will support instruction that serves as the designated ELD curriculum.

¹ For the purpose of assessing publisher fees, publishers participating in the 2015 Adoption of ELA/ELD Instructional Materials should note that Program 4 and Program 5 instructional materials are considered equivalent to two grade levels.

Program 1: English Language Arts Basic Program, Kindergarten Through Grade Eight (Program 1 Basic ELA)

This basic grade-level program is the comprehensive curriculum in English language arts for kindergarten through grade eight. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA adopted by the SBE August 2010, and modified March 2013 (CDE 2013a). It addresses the needs of students working at or near grade level. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

Program 2: English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 2 Basic ELA/ELD)

This basic grade-level program provides the comprehensive curriculum in English language arts for kindergarten through grade eight with integration of the CA ELD Standards that were adopted by the SBE November 2012 (CDE 2014). It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards, and includes materials necessary for designated English language development instruction. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

Program 3: Biliteracy Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 3 Basic Biliteracy)

This basic grade-level biliteracy language program provides instructional materials in English and in a language other than English, is consistent with the content of the CA CCSS for ELA, and includes linguistic modifications for the non-English language.² These materials are designed to ensure that students are successful in developing literacy in English and another language. The materials also provide instruction consistent with the CA ELD Standards. English language development instruction should assist students in acquiring English as quickly and efficiently as possible. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

Program 4: Intensive Intervention Program in English Language Arts, Grades Four Through Eight (Program 4 Intensive Intervention ELA)

This program supports a basic program and provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. This program could be used as a temporary replacement core where students are non-readers in the first- and second-grade level as evidenced in a broad set of measures. The materials are not intended to be a substitute for English language development instruction. The materials in this program are designed for students to gain two grade levels for each year of instruction while providing a rich curriculum supporting the five themes: Meaning Making, Language

² Spanish translations of the CCSS for ELA/Literacy, *Common Core en Español* (SDCOE 2013), are posted at <https://commoncore-espanol.sdcoe.net/>. Linguistic augmentations for Spanish are indicated in the document in blue text. Also, see the Optional Criteria for developing a Program 3 Basic Biliteracy: Spanish/English Language Development Program in Appendix 12-A.

Development, Effective Expression, Content Knowledge, and Foundational Skills. The materials are designed to accelerate students' successful reentry into a basic program and include clear instructional plans and tools for entering and exiting the program.

Program 5: Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD)

This program for a specialized designated ELD instructional period provides an intensive, accelerated pathway that supports the needs of English learners, including those at risk of becoming or who are long-term English learners³, whose academic performance is below grade level, are making minimal progress towards English proficiency, and whose lack of language proficiency precludes them from performing at grade level. The materials in this program are designed to support students in their movement to grade-level proficiency in English within 12–18 months and include clear instructional plans and tools for entering and exiting the program.

Criteria for Instructional Materials Aligned to the Standards

The criteria for the evaluation of English language arts and English language development instructional resources for kindergarten through grade eight are organized into five categories:

Category 1: *English Language Arts and English Language Development Content/ Alignment with the Standards*

Instructional materials include content as specified in the CA CCSS for ELA and the CA ELD Standards, as appropriate for the program type. Programs must meet all identified standards fully for the appropriate program type to be eligible for adoption.

Category 2: *Program Organization*

Instructional materials support instruction and learning of the standards and include such features as the organization and design of the programs and standards; chapter, unit, and lesson overviews; and glossaries.

Category 3: *Assessment*

Instructional materials include assessments for measuring what students know and are able to do and provide guidance for teachers on how to use assessment results to guide instruction.

Category 4: *Universal Access*

Instructional materials provide access to the standards-based curriculum for all students, including English learners, students with disabilities, advanced learners, students below grade level in any strands of English language arts, and students who speak African American English (AAE).

Category 5: *Instructional Planning and Teacher Support*

Information and materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction.

Materials that fail to meet the criteria in Category 1: English Language Arts and English Language Development Content/Alignment with the Standards will not be considered suitable for adoption. All criteria statements in category 1 that are appropriate for that program type must be met for a program to be adopted. The criteria for category 1 must be met in the core materials or via the primary means of instruction, rather than in ancillary components. In addition, programs must have strengths in each of categories 2 through 5 to be suitable for adoption.

³ See California *Education Code* Section 313.1 for the definition of long-term English learner and English learner at risk of becoming a long-term English learner.

Category 1: English Language Arts and English Language Development Content/Alignment with the Standards

All programs must include the following features, as appropriate for program type.

1. Instructional materials as defined in *EC* Section 60010(h) are designed to ensure that all students master each of the CA CCSS for ELA, as adopted by the State Board of Education August 2, 2010, and modified March 13, 2013. Submissions for Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy must demonstrate alignment with all CA CCSS for ELA. Program 4 Intensive Intervention ELA and Program 5 Specialized ELD must demonstrate coverage of those standards that are included on the standards maps based on Appendix 12-B: Matrix 1 for Program 4: Intensive Intervention Program in ELA and Appendix 12-B: Matrix 2 for Program 5: Specialized Designated ELD Program submissions.
2. Instructional materials for Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD are aligned to the CA ELD Standards, as adopted by the State Board of Education November 7, 2012. Submissions must demonstrate alignment with all of the CA ELD Standards indicated on the appropriate standards maps.
3. Instructional materials reflect and incorporate the content of this *English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)*. Several key themes and practices typify effective curriculum and instruction and appear as organizers demonstrating the integrated nature of the CA CCSS for ELA/Literacy and the CA ELD Standards in this *ELA/ELD Framework*. These key themes of ELA/Literacy and ELD instruction are: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.
4. Program 3 Basic Biliteracy programs are aligned with the CA CCSS for ELA and the CA ELD Standards with appropriate modifications for the non-English language.
5. Instruction reflects current and confirmed research in English language arts instruction as defined in *EC* Section 44757.5(j)⁴
6. Instructional materials use proper grammar and spelling (*EC* Section 60045).
7. Reading selections and suggested texts are of high quality, depth and breadth, and reflect a balance⁵ of instructional time for both literary and informational text appropriate to the grade level and consistent with the grade-level standards. Texts should span many genres, cultures, and eras, and, where appropriate, tie into other content-area standards to build a broad range of knowledge and literacy experiences both within and across grade levels. For Program 3 Basic Biliteracy, reading selections are of parallel quality and quantity and include authentic literature of both languages.
8. Materials include read-aloud selections of more complex texts to build knowledge and illustrations or graphics to develop comprehension, as appropriate.

4 Definition of current and confirmed research: "Research on how reading skills are acquired" means research that is current and confirmed with generalizable and replicable results. "Current" research is research that has been conducted and is reported in a manner consistent with contemporary standards of scientific investigation. "Confirmed" research is research that has been replicated and the results duplicated. "Replicable" research is research with a structure and design that can be reproduced. "Generalizable" research is research in which samples have been used so that the results can be said to be true for the population from which the sample was drawn.

5 For additional guidance on providing a balance of literary and informational texts appropriate to the grade-level and consistent with the grade-level standards, see the CA CCSS for ELA/Literacy, pages 42–43 and 78, <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>.

9. Materials are designed to support students' independent reading of increasingly complex texts as they progress toward college and career readiness. Programs should meet the following, as appropriate to the grade:
 - a. Provide a progression of texts with increasing complexity within grade-level bands that overlap to a limited degree with earlier bands and align with the complexity requirements outlined in the standards, i.e., Reading Standard 10.
 - b. Literary and informational text are of an appropriate text complexity, with scaffolds designed to serve a wide range of readers, for the grade level (based on research-based quantitative and qualitative measures or the criteria in Appendix A of the CCSS [NGA/CCSSO 2010a] to measure text complexity and Appendix B of the CCSS [NGA/CCSSO 2010b] for text exemplars, illustrating the complexity, quality, and range of reading appropriate for various grade levels).
 - c. Allow all students opportunities to encounter grade-level complex text.
 - d. Include shorter, challenging texts that allow for close reading and re-reading regularly at each grade.
 - e. Provide novels, plays, poetry, and other extended full-length texts for close reading opportunities and broader and enriching literary opportunities.
 - f. Provide materials that appeal to students' interests while developing their knowledge base within and across grade levels.
 - g. Provide an organized independent reading program as outlined in this *ELA/ELD Framework*.
10. Materials include effective, research-based instruction for all aspects of foundational reading skills, providing explicit, sequential, linguistically logical, and systematic practice and instruction, assessment opportunities, and diagnostic support in the following Reading Standards for Foundational Skills, kindergarten through grade five of the CA CCSS for ELA: print concepts, phonological awareness, phonics and word recognition, and fluency. Further details are outlined in this *ELA/ELD Framework* and Appendix A of the CCSS (NGA/CCSSO 2010a), including but not limited to, the explicit teaching of decoding, including the speech sounds of English orthography, instruction in the nature of the speech sound system, and instruction in letter formation as well as letter naming and alphabetic order.
11. Appropriate to the grade levels, materials provide effective, research-based instruction in reading fluency, including oral reading fluency, and the skills of word recognition, accuracy, pacing, rate, and prosody. Programs offer research-based teaching strategies and varied opportunities to engage with different text types for improving student fluency, including but not limited to decodable text.
12. As part of a complete curriculum that includes a variety of text, instructional materials for foundational skills include sufficient pre-decodable and decodable text at the early stages of reading instruction to allow students to develop automaticity and practice fluency. For greater clarification, see this *ELA/ELD Framework*, chapter 3, Phonics and Word Recognition section. (Sufficiency of pre-decodable and decodable texts refers only to available instructional materials and does not define class instruction. Instruction should be based on student needs.)

- a. Those materials designated as decodable must have text with at least 75–80 percent of the words consisting solely of previously taught letter-sound and spelling-sound correspondences and in which 20–25 percent of the words consist of previously taught high-frequency, irregularly spelled words and story or content words. High-frequency words introduced in pre-decodable and decodable texts are taken from a list of the most commonly used words in English, prioritized by their utility. For those sounds with multiple spellings, two sound-spellings may be paired in one decodable book or reading passage.
- b. Each decodable text contains at the back a list of all the high-frequency words and sound-spelling correspondences introduced in that text.
- c. Sufficient is defined as follows:
 - (1) Kindergarten—At least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning, high-frequency words usually coupled with a rebus).
 - (2) Kindergarten—Approximately 20 decodable books, integrated with the sequence of instruction.
 - (3) First grade—Two books per sound-spelling, totaling a minimum of 8,000 words of decodable text over the course of a year.
 - (4) Second grade—Approximately 9,000 words of decodable text: two decodable books per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction.
 - (5) Intensive intervention program—Approximately 9,000 words of decodable text: two decodable reading selections/passages per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction. Careful attention must be given to the age group for which these decodables are designed to ensure the content is age-appropriate and engaging for students in grades four through eight.
13. To build a comprehensive language arts program in grades K–2, a sufficiency of materials is needed to cover all aspects of language and literacy development. In addition to decodable texts, K–2 materials shall be aligned to this *ELA/ELD Framework's* support for meaning making, language development, effective expression, and acquisition of content knowledge by providing a wide array of text types, as described in chapters 3 and 4 of this *ELA/ELD Framework*. Comprehensive instruction with all of these texts and tools, in concert with decodable text, defines a comprehensive language and literacy program to be implemented based on individual student need.
14. Materials include direct, explicit instruction of spelling using research-based, developmentally appropriate words for each grade level and, where appropriate, link spelling (encoding) with decoding as reciprocal skills. Spelling tasks are based on the phonemic and morphologic concepts taught at appropriate grade levels as defined in the CA CCSS for ELA.
15. Materials provide direct, explicit, and systematic word-learning strategies and opportunities for student practice and application in key vocabulary connected to reading, writing, listening, and speaking, including academic vocabulary (described in more detail as Tier 2 words in Appendix A of the CCSS), discipline-specific words from content areas, and high frequency words.

16. Materials are aligned with the specific types of writing required by the CA CCSS for ELA, including the specific academic language and structures associated with the different genres of reading and writing. Direct instruction and assignments should provide scaffolding and progress in breadth, depth, and thematic development as specified by the grade-level standards.
17. Materials include a variety of student writing samples with corresponding model rubrics or evaluation tools for use by students and teachers.
18. A variety of writing activities and assignments, addressing the grade-level progressions of all three types of writing, should be provided that integrate reading, speaking, listening, and language instruction, vary in length, highlight different requirements of the writing process, emphasize writing to sources, incorporate research projects, and connect to literature and informational texts that serve as models of writing.
19. A variety of writing activities and assignments should be provided that ask students to draw on their life experience, their imagination, and the texts they encounter through reading or read alouds.
20. Materials are designed to promote relevant academic discussions around grade-level topics and texts, as specified by the grade-level standards, and include speaking and listening prompts, questions, and evaluation tools to strengthen students' listening skills and their ability to respond to and challenge follow-up responses and evidence.
21. For Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy, materials provide guidance for differentiated instruction by teachers to support success for all students in reading, writing, speaking, listening, and language in the basic program. The differentiated instruction is embedded as part of the basic program and includes the following:
 - a. Teacher edition and student materials that reinforce and extend the regular classroom curriculum and instruction in all strands.
 - b. Instruction to increase background knowledge and prerequisite skills.
 - c. Additional opportunities for the teacher to preteach planned content, to check for students' understanding, to reteach materials already taught, and for students to practice key skills and strategies.
 - d. Additional support in areas where students are likely to have difficulty, including phonological based spelling; listening and reading comprehension; organization and delivery of oral communication; speaking and writing applications; academic language; sentence structure and syntax; and the knowledge of language and its conventions.
22. For Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy, materials provide a reading intervention supplement for grades kindergarten through grade six. The instructional strategies should be consistent with those used in the basic program and include the following:
 - a. Intervention materials for efficient and effective use in tutorial or small-group instructional settings. These materials focus on students who need reteaching and practice in one or more of the four identified key foundational skills that are part of the Reading Standards: Foundational Skills in the CA CCSS for ELA: (1) print concepts; (2) phonological awareness; (3) phonics and word recognition; and (4) fluency.
 - b. Grade-related foundational skills materials are designed for explicit, sequential, and systematic instruction and include periodic progress-monitoring assessments for determining attainment of the skill or skills taught.

- c. For kindergarten through grade three, each grade-related set of materials will be distinct, building on the previous grade-related instruction. As a result, there will be four sets of grade-related supplement reading intervention materials: a. kindergarten; b. first grade with kindergarten materials; c. second grade with first grade and kindergarten materials; and d. third grade with second, first, and kindergarten materials.
 - d. One set of materials for grades four through six, which includes foundational standards from grades two through five.
23. In Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD, the ELD instructional materials:
- a. Should refer to and address the guidance provided in the CA ELD Standards.
 - b. Should refer to and address the guidance provided in this *ELA/ELD Framework*, chapter 2, Figure 2.23 “Essential Features of Designated ELD Instruction.”
 - c. Should address differentiation of the Emerging, Expanding, and Bridging levels of proficiency in Programs 2 and 3 to ensure English acquisition as quickly and effectively as possible. For Program 5, the ELD instructional materials should address differentiation of the Expanding and Bridging levels of proficiency to ensure English acquisition as quickly and effectively as possible.
 - d. Provide guidance for instruction that targets a proficiency level while progressing towards attainment of grade-level ELA standards.
 - e. Provide explicit linguistic instruction, practice, and skills development including those that are transferable from students’ primary language to the target language.
 - f. Provide explicit, direct teaching of standard forms of English (e.g., vocabulary, syntax, morphology, functions and conventions, and foundational skills).
 - g. Include an emphasis on academic language as well as conversational language.
 - h. Provide opportunities for active engagement with a focus on oral and written language development, emphasizing listening and speaking and incorporating reading and writing.
 - i. Integrate meaning and communication to support explicit teaching of language and to facilitate and motivate second-language acquisition and use of targeted language forms.
 - j. Provide guidance on the use of formative assessment strategies to meet ELD learning goals.
24. For Program 2 Basic ELA/ELD and Program 3 Basic Biliteracy, optional supplemental materials may be provided for the needs of newcomers to the English language, including:
- a. Explicit instruction in basic interpersonal and social uses of English (e.g., ask and answer survival questions, identify objects, identify school workers, and express likes/dislikes), with an emphasis on oral language.
 - b. Support for acculturation to U.S. society, school, and the local community.
 - c. Screening assessments of students’ level of literacy in their home language and English and their schooling history to determine needed support.
 - d. Instructional support in basic reading foundational skills for those students with low literacy in home language and/or gaps in prior schooling.
 - e. Guidance for individualized, flexible instruction, which may include the use of technology.
 - f. Sufficient instructional content and guidance for 120 days of supplemental instruction.
 - g. Guidance for communications between school and home, including orientation to the school system and expectations of student behavior (e.g., homework, the roles of students, teachers, and school staff).

- h. Guidance on maximizing the use of English during instruction, using the primary language strategically.
25. Program 4 Intensive Intervention ELA materials are designed to support an accelerated, intensive intervention pathway to address the needs of students in grades four through eight whose academic performance, which includes proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. The materials include the following:
- a. Alignment with the CA CCSS for ELA identified in Appendix 12-B: Matrix 1, “Program 4 – Intensive Intervention Program for English Language Arts, Grades Four Through Eight.”
 - b. Curriculum-embedded, diagnostic, and progress-monitoring assessments with guidance for teachers that support students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. The design goal is for students to gain two grade levels for each year of instruction.
 - c. Multiple levels and points of entry and exit to appropriately address the skill levels and ELA content knowledge of students in grades four through eight and assist in transitioning into a basic program.
 - d. Opportunities for students to increase academic achievement through the integration of all strands: Reading, Writing, Speaking and Listening, and Language.
 - e. Teacher and student materials provide explicit, sequential, linguistically logical, and systematic instruction, practice, applications, and support in areas where students are likely to have difficulty, including: concepts of print, the alphabetic principles, phonological awareness, phonics, word analysis skills, oral reading fluency, vocabulary and morphology, the knowledge of language and its conventions, listening and reading comprehension, sentence structure and syntax, and production of the different writing types.
26. Program 5 Specialized ELD materials provide an intensive, accelerated pathway to support the needs of English learners, including those at risk of becoming or are long-term English learners, whose academic performance is below grade level and whose language proficiency precludes them from performing at grade level in English language arts. The program should be used during a designated ELD period of time, and is not intended to serve as ELA instructional time. The program should include clear instructional plans and tools for students entering and transitioning out of the Specialized ELD program. The materials include the following:
- a. Alignment with CA CCSS for ELA and CA ELD Standards identified in Appendix 12-B: Matrix 2, “Program 5 – Specialized Designated ELD, Grades Four Through Eight.”
 - b. Curriculum-embedded assessments with guidance for teachers that support students who are at risk of becoming or who are long-term English learners to progress rapidly to grade-level proficiency in English literacy within 12–18 months.
 - c. Multiple levels and points of entry and exit to appropriately address the English proficiency levels of students in grades four through eight.
 - d. Instruction that integrates all strands: Reading, Writing, Speaking and Listening, and Language.
 - e. Teacher and student materials support the needs of students who are at risk of becoming or who are long-term English learners in moving to grade-level proficiency in English literacy and include: development of academic language, organization and delivery of oral communication, development of reading fluency and comprehension, consistent instructional routines, and support of active student engagement.

- f. Teacher materials provide instructional guidance for understanding text structure, close reading, and evaluating language choices, utilizing texts from other content areas, consistent with the CA CCSS for Literacy in History/Social Studies, Science, and Technical Subjects.
- g. Materials can be submitted for a range of at least two consecutive grade levels within the 4–8 grade span (e.g., grades 4–5, 4–6, 6–8, 7–8).

Category 2: Program Organization

Sequential organization and a coherent instructional design of the English language arts program provide structure for what students should learn each year and allow teachers to teach the content efficiently and effectively. The program design supports this *ELA/ELD Framework's* organizational structure of the standards for ELA and ELD around the five themes: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. The instructional design serves as the scaffold for students with diverse learning needs. Instructional materials must have strengths in these areas to be considered for adoption.

1. The program provides sufficient instructional content for 180 days of instruction to cover both the daily and unit of instructional needs envisioned by the standards and this framework, including: (a) daily and units of instruction for ELA time; (b) designated ELD for programs 2, 3, and 5; (c) Supportive materials for the other disciplines such as novels, biographies, essays, and a variety of discipline specific texts such as primary sources and scientific reports; and d) suggestions for integrated and multi-disciplinary lessons, units of instruction, and multi-year strands.
2. Scope and sequence align with the CA CCSS for ELA and CA ELD Standards as appropriate for the program type. Publishers submitting for Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD must provide a scope and sequence for ELD that addresses Parts I, II, and III of the CA ELD Standards, beginning in the program's first grade level.
3. Publishers indicate in teacher materials all program components necessary to address all of the standards for the appropriate program submission for each grade level.
4. Program 2 Basic ELA/ELD and Program 3 Basic Biliteracy Program instructional materials must provide explicit guidance for designated ELD instruction and support for integrating ELA and ELD.
5. Program 3 Basic Biliteracy includes a list of linguistic augmentations and modifications addressed at each grade level for the target language and appropriate guidance for explicit instruction of cross-linguistic transfer.
6. Materials drawn from other content areas are consistent with the adopted California grade-level standards, and connect to the CA CCSS for Literacy in History/Social Studies, Science, and Technical Subjects, as appropriate. Any standards utilized from other content areas need to be specifically identified.
7. Internal structure of the program within a grade level and across grade levels is consistent with the design and intent of the CA CCSS for ELA to integrate strands and in the teaching routines and procedures used in program components.
8. Materials promote the use of multimedia and technology, as specified in the grade-level standards, to enhance reading, writing, speaking, listening, and language standards and skills by teachers and students.
9. Guidance to teach students skills and strategies and provide multiple opportunities to practice, connect, and apply those skills and strategies in context.

10. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.
11. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted in making connections.
12. Instructional materials include directions and, where appropriate, examples for:
 - a. Embedding formative assessment to guide instruction.
 - b. Direct teaching and inquiry-based instruction.
 - c. Teacher and student example texts are used for modeling with the intent of fostering independent student work.
 - d. Guided and independent practice and application with corrective feedback during all phrases of instruction and practice.
 - e. Guidance on implementing units of instruction, curriculum guides, thematic units, or flexible methods for pacing of instruction.
 - f. Preteaching and reteaching as needed.
 - g. Students, and student(s) and teachers, to engage in collaborative conversations and discussions, including student language and behaviors.
 - h. Connecting instruction of standards across the strands.
 - i. Student interaction and engagement in text.
 - j. Research- and project-based learning.
13. A list of the grade-level standards is included in the teacher's guide together with page number citations or other references that demonstrate alignment with the content standards.
14. Teacher materials and student materials, as appropriate to the grade-level standards, contain an overview of the chapters, clearly identify the ELA/ELD concepts, and include tables of contents, indexes, and glossaries that contain important ELA/ELD terms.
15. Support materials are an integral part of the instructional program and are clearly aligned with the standards.
16. In Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy Program, the grade-level CA CCSS for ELA and CA ELD Standards shall be explicitly stated in the student materials as appropriate to the program types.
17. In order to meet the needs of students, Program 4 Intensive Intervention ELA materials shall be flexible enough to be a temporary intensive intervention program or support a basic program.

Category 3: Assessment

This program provides teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring. Instructional materials must have strengths in these areas to be considered suitable for adoption:

1. All assessments should have content validity to assess all the strands. Assessment should be provided to measure individual student progress over varied durations of time, at regular intervals, and at strategic points of instruction and should include:

- a. Multiple methods of assessing what students know and are able to do, such as selected response, constructed responses (short answers, constructed response, and extended constructed response), performance tasks, open-ended questions, and technology-enabled and technology-enhanced questions.
 - b. Guidance for making decisions about instructional practices and how to modify instruction so that all students are consistently progressing toward meeting or exceeding the content standards.
 - c. Materials and suggestions to assist the teacher in keeping parents and students informed about student progress.
 - d. Guidance on developing and using assessment tools that reflect the range of oral and written work students produce indicated by the CA CCSS for ELA and this framework, such as (but not limited to) rubrics, technology, valid online assessments, portfolios, exemplars, anchor papers, collaborative conversations, teacher observations, and authentic writing for students to demonstrate grade-level proficiency.
2. Summative assessments should be designed to provide valid, reliable, and fair measures of students' progress and competency toward and attainment of the knowledge and skills after a period of instruction, for example a chapter or unit test, weekly quiz, or end-of-term test.
 3. Guidance on the use of diagnostic screening assessments to identify students' instructional needs for targeted intervention.
 4. Frequent and easily implemented assessment opportunities for grades K–5 that measure progress in the Reading Standards: Foundational Skills, with a system for record keeping and follow-up.
 5. Guidance to teachers on how to develop students' abilities to take responsibility for their own assessment, growth, and goals and how to support students' development of self-assessment skills.
 6. Tools for teachers that facilitate collecting, analyzing, and sharing data on student progress and achievement.
 7. For Program 2 Basic ELA/ELD, Program 3 Basic Biliteracy, and Program 5 Specialized ELD, assessments that measure progress across language proficiency levels.
 8. Assessments in the Program 3 Basic Biliteracy measure progress in both languages.
 9. Program 4 ELA Intensive Intervention ELA and Program 5 Specialized ELD must provide placement and exit assessments designed to help determine the appropriate instructional level for entry into and exit from the program.

Category 4: Universal Access

The goal of English language arts programs in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the expectations as described for in the CA CCSS for ELA and, when appropriate, the CA ELD Standards. To reach the goals of equity and access, instructional materials must provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards. All students including: English learners, long-term English learners, students with disabilities, advanced learners, standard English learners, students who use African American English (AAE), students who are deaf and hard of hearing whose

primary language is American Sign Language⁶, students with reading difficulties, and students who are falling behind in any strand in English language arts. Materials should incorporate recognized principles, concepts, and strategies to meet the needs of students and provide equal access to learning, which could include Universal Design for Learning, Response to Intervention and Instruction, and Multi-Tiered System of Supports, as outlined in chapter 9 on access and equity in this framework. Instructional materials must have strengths in these areas to be considered for adoption.

1. Alignment of both lessons and teacher's editions, as appropriate, with ELD Standards, incorporating strategies to address, at every grade level, the needs of all English learners, pursuant to *EC* Section 60204(b)(1).
2. Incorporation of instructional strategies to address the needs of students with disabilities in both lessons and teacher's edition, as appropriate, at every grade level, pursuant to *EC* Section 60204(b)(2).
3. Comprehensive guidance and differentiation strategies, which could include the use of technology, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students. Strategies may include:
 - a. How to master linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.
 - b. Suggestions for reinforcing or expanding the curriculum, including preteaching, reteaching, and adapting instruction.
 - c. Additional instructional time and additional practice, including specialized teaching methods or materials and accommodations for students with targeted instructional needs.
 - d. For students who are below grade level, more explicit explanations with ample and additional differentiated support based on student need, or other assistance that will help to accelerate student performance to grade level.
 - e. For Program 3 Basic Biliteracy only, how to address learning languages other than English, including cross-linguistic transfer and contrastive analysis of language skills.
4. Materials include support for students who use AAE and may have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar.
5. Suggestions on a variety of ways for students with special instructional needs to access the materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or who have difficulties writing legibly or spelling words). Examples of such accommodations might be (but are not limited to) student use of computers to complete tasks, including the use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.
6. Materials remind teachers to set high expectations for all students and inform teachers of the progression of skill development and concepts to higher grade levels.
7. In Program 1 Basic ELA, Program 2 Basic ELA/ELD, and Program 3 Basic Biliteracy, teacher and student editions include suggestions or materials for advanced learners who need an enriched or accelerated program or assignments, such as suggestions to help students study a particular author, theme, or concept in more depth and conduct a more complex analysis of additional independent reading.

⁶ As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include students who are deaf and hard of hearing using American Sign Language (ASL) as their primary language. Students who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

Category 5: Instructional Planning and Teacher Support

Instructional materials must present explicit guidance to help teachers plan instruction. Instructional materials should be designed to help teachers provide instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the CA CCSS for ELA and, where appropriate, the CA ELD Standards. Instructional materials must have strengths in these areas of instructional planning and teacher support to be considered suitable for adoption.

Instructional Planning

1. Program materials include a curriculum guide for the academic instructional year for teachers to follow when planning instruction, such as a teacher planning and pacing guide for 180 days of instruction.
2. The teacher edition provides guidance in daily lessons or units of instruction on appropriate opportunities for checking for understanding and adjusting lessons if necessary.
3. For Program 2 Basic ELA/ELD and Program 3 Basic Biliteracy the teacher edition provides guidance for both daily integrated and designated English language development instruction, as appropriate to the program design.
4. For Program 3 Basic Biliteracy, the teacher edition provides resources and activities in cross-linguistic transfer contrastive analysis, and activities that encourage students to draw upon literacy/language skills they already possess in another language to facilitate biliteracy development.
5. The teacher edition provides support and opportunities for teachers of English language arts to work collaboratively with other content-area teachers to develop student literacy.
6. Lesson plans and the relationships of parts of the lesson and program components are clear.
7. Learning, language, and instructional objectives in the student materials and teacher edition are explicit and clearly identifiable.
8. A list of required materials is provided for each lesson.
9. Terms from the CA CCSS for ELA and the CA ELD Standards are used appropriately in all guidance for teachers.
10. The teacher materials provide background information about each reading selection, including author, context, content, and information about illustrations, if any.
11. Answer keys are provided for all workbooks, assessments, and all related student activities.
12. The teacher edition suggests reading material for students to read outside of class and suggestions for organizing individualized reading goals.
13. Homework, if included, extends and reinforces classroom instruction and provides additional practice of skills that have been taught.
14. The teacher edition includes ample and useful annotations and suggestions on how to present content in the student edition and in the ancillary materials, including differentiation for English learners, students with disabilities, advanced learners, and students performing below grade level.
15. Lists of program lessons in the teacher edition cross-reference the standards covered and provide an estimated instructional time for each lesson, chapter, and unit.
16. All components of the program are user friendly and, in the case of electronic materials, platform neutral.
17. Materials help teachers and students plan collaborative academic discussions based on grade-level topics and texts.

Teacher Support

18. Kindergarten materials include guidance for teachers and administrators to adapt those materials for use in a transitional kindergarten setting, including a combination transitional kindergarten/kindergarten class. Guidance should build on the California preschool learning foundations; address appropriate social and emotional development and language and literacy skills; and the pacing, expectations, and amount of learning that is situated in playful contexts.
19. The program includes suggestions for parents or caregivers on how to support student achievement. The suggestions should be designed so that families receive specific information and support for extending their children's learning at home. The program should include materials that teachers can use to inform families about the CA CCSS for ELA and the CA ELD Standards, this *ELA/ELD Framework*, program-embedded assessments, and the degree to which students are mastering the standards.
20. Materials include whole-group, flexible small-group, and individual instructional strategies that promote student responsibility, engagement, and independence.
21. Materials include guidance for teachers to adapt for combination classes of two different grade levels of students.
22. Materials include guidance for teachers in support of students who use AAE and may have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar.
23. Using guidance from the *Model School Library Standards for California Public Schools* (CDE 2010), materials provide information for teachers on the effective use of library and media resources that best complement the standards.
24. The materials contain explanations of the instructional approaches of the program and identify the research-based strategies.
25. The program provides cross linguistic transfer and contrastive analysis charts in the teacher edition that shows and explains how new or difficult sounds and features of the English language are taught and reinforced. Comparisons with the five (or more) of the most common languages in California and AAE will be incorporated as appropriate, accentuating transferable and nontransferable skills.
26. Electronic learning resources, when included, are integral parts of the program, support instruction, and connect explicitly to the standards. All audiovisual, multimedia, and information technology resources include technical support and suggestions for appropriate use.
27. The materials are designed to help teachers identify the reason(s) that students may find demonstrating mastery of a particular skill or concept more challenging than another and point to specific remedies.

Guidance for Instructional Materials for Grades Nine Through Twelve

While the *Criteria for Evaluating Instructional Materials for Kindergarten Through Grade Eight* (Criteria) as described in the previous section is intended to guide publishers in the development of instructional materials for students in kindergarten through grade eight, it also serves as guidance for selection of instructional materials for students in grades nine through twelve. The five categories in the Criteria are an appropriate lens through which to view any instructional materials a LEA is considering purchasing.

There are also a number of supportive and advisory documents that define the depth and shifts of instruction (described below) in the CA CCSS for ELA/Literacy (CDE 2013a). These documents include “Preliminary Test Blueprints” and “Item/Task Specifications” found on the Smarter Balanced Assessment Consortium Web site (www.smarterbalanced.org) (SBAC 2013) and this *English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)*. This *ELA/ELD Framework* details the content, instructional practices, and possible curriculum organization in high school classes. In addition, high school educators should recognize how this *ELA/ELD Framework*’s structure organizes the topic of curriculum and instruction in each grade-level chapter into a discussion of the standards for ELA and ELD around five themes: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills and supports instruction to build the skills of creativity and innovation, critical thinking and problem solving, collaboration, communication, and construction and new understanding of knowledge across content areas. Materials should also address the needs of students performing significantly below grade level. Lastly, materials should provide organized independent reading programs outside of class.

As part of the process for selecting instructional materials, *EC* Section 60002 requires the LEA to promote substantial teacher involvement, in addition to the involvement of parents and other members of the community, in the selection of instructional materials.

Common Core Shifts for English Language Arts/Literacy

A common thread for all grade levels when implementing the CA CCSS for ELA/Literacy is to understand the need to provide access to all the content in the CA CCSS for ELA/Literacy and the overarching goal to develop the capacities of individuals to be broadly literate and ready for college, careers, and citizenship. This includes engaging and motivating students with well-designed, comprehensive, and integrated curriculum that promotes collaboration and inquiry. In addition, the identified shifts for the English language arts and literacy standards should be considered to guide instructional material selection.

1. *Building knowledge through content-rich nonfiction*

Building knowledge through content rich non-fiction plays an essential role in literacy and in the standards. In grades 9–12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 9–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. The CA CCSS for ELA/Literacy apply to a broad spectrum of disciplines: English Language Arts, and Literacy in History/Social Studies, Science, and Technical Subjects. By high school, the standards recommend that 70 percent of what students read be informational text, but the bulk of that percentage should be carried by non-ELA disciplines that do not study fictional texts. ELA classrooms should focus on literature (stories, drama, and poetry) as well as literary non-fiction. Literary nonfiction, as describe in the CA CCSS for ELA/Literacy, includes

the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

2. *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

The standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defined claims, and clear information. The standards expect students to answer questions that depend on their having read the text or texts with care. They also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and details are essential for effective argumentative and informational writing.

Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.

3. *Regular practice with complex text and academic language*

The CA CCSS for ELA/Literacy highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary words: words that appear in a variety of content areas.

Criteria for Materials and Tools Aligned to the Standards

In addition to the shifts noted above, the *Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12* (Publishers' Criteria) (Coleman and Pimentel 2012b) have identified some major indicators of quality that instructional resources and tools should exhibit. These areas are summarized below without their full explanation. For fuller explanations, see the Publishers' Criteria at http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf.

Key Criteria for Text Selection

1. Text Complexity: students read increasingly complex texts with growing independence as they progress toward career- and college-readiness.
 - a. Texts for each grade align with the complexity requirements outlined in the standards.
 - b. All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.
 - c. Novels, plays, poetry, other extended full-length texts, and text in multimedia are also provided for close reading opportunities.
 - d. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.
 - e. Additional materials aim to increase regular independent reading of texts that appeal to students' interest while developing both their knowledge base and joy in reading.
2. Range and Quality of Text:
 - a. In grades 6–12, ELA programs shift the balance of texts and instructional time towards reading an increasing amount of literary nonfiction and informational text.

- b. Suggested texts exhibit exceptional craft, thought, and/or rich, useful information, providing ample opportunity for close reading.
- c. Specific texts or text types named in the standards are included.
- d. Texts should span many genres, cultures, and eras, and, where appropriate, tie into other content-area standards to build a broad range of knowledge and literacy experiences.
- e. Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.

Key Criteria for Questions and Tasks

1. High-Quality Text-Dependent Questions and Tasks
 - a. A significant percentage of tasks and questions are text dependent.
 - b. High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.
 - c. Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.
 - d. Instructional design cultivates student interest and engagement in reading rich texts carefully.
 - e. Materials provide opportunities for students to build knowledge through close reading of specific texts.
 - f. Questions and tasks attend to analyzing the arguments and information at the heart of informational text.
2. Cultivating Students' Ability to Read Complex Texts Independently
 - a. Scaffolds enable all students to experience rather than avoid the complexity of the text.
 - b. Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.
 - c. Design for whole-group, small-group, and individual instruction cultivates students' responsibility and independence.
 - d. Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.
 - e. Materials make the text the focus of instruction by avoiding features that distract from the text.
 - f. Materials offer assessment opportunities that genuinely measure progress.

Key Criteria for Academic Vocabulary

1. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.

Key Criteria for Writing to Sources and Research

1. Materials portray writing to sources as a key task.
2. Materials focus on forming arguments as well as informative writing.
3. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.
4. Students are given extensive practice with short, focused research projects.

Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

1. Materials provide systematic opportunities for students to read complex text with fluency.
2. Materials help teachers plan substantive academic discussions.

3. Materials use multimedia and technology to deepen attention to evidence and texts.
4. Materials embrace the most significant grammar and language conventions.

Process for Selection of Instructional Materials

Prior to beginning the instructional materials selection process, the organization and content of the courses should be determined at the local level. As part of the high school graduation requirements, *EC* Section 51225.3 requires three years of English. The University of California (UC) and the California State University (CSU) systems require four years of approved courses for students to enroll as freshmen. In order for an English language arts course to be approved, it must follow submission procedures. The UC Doorways site at <http://www.ucop.edu/doorways/> provides access to “a-g” subject area requirements, including the course list site, the “a-g” guide site, and the online update site.

High school English requirements can also be met in English Language Arts courses integrated with Career Technical Education Standards (CDE 2013b). For example, the UC Curriculum Integration (UCCI) program develops UC-approved model courses that meet “a-g” requirements by bringing together academic and career technical education standards. For more details about California’s Career Technical Education Standards go to <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>. For more information and a list of the currently approved UCCI model classes, go to <http://ucci.ucop.edu/integrated-courses/ucci-course-catalog.html>.

It is the responsibility of the governing board of an LEA to establish courses of study and to choose the instructional materials appropriate to those courses, according to *EC* Section 60000(c). Once the content of the high school courses have been determined, the process of selecting instructional materials at the district or school level varies. Most districts are guided by a school-board adopted policy or procedure. The process usually begins with the appointment of a committee of educators, including teachers and curriculum specialists and includes a profile of the district’s needs and resources, providing a lens to analyze current practices and assessment data to address and prioritize the instructional needs of the teachers and the literacy needs of the students. The committee determines what instructional materials are needed, develops evaluation criteria and rubrics for reviewing materials, and establishes a review process that involves teachers and content area experts on review committees.

After the review committee has developed a list of instructional materials that it is considering for adoption, the next step is piloting the instructional materials. An effective piloting process will help determine if the materials provide teachers with the needed resources to implement a CA CCSS for ELA/Literacy based instructional program. One resource of information on piloting is the SBE Policy document, “Guidelines for Piloting Textbooks and Instructional Materials,” which is available online at <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Selection of instructional materials at the local level is a time-consuming but very important process. High quality instructional materials support effective instruction and student learning.

Guidance for evaluating instructional materials for grades nine through twelve is also provided in the *Toolkit for Evaluating Alignment of Instructional and Assessment Materials* developed by Student Achievement Partners, Achieve, and the Council of Chief State School Officers (2014) located at http://www.ccsso.org/Resources/Digital_Resources/Toolkit_for_Evaluating_Alignment_of_Instructional_and_Assessment_Materials_.html. The toolkit includes:

1. Instructional Materials Evaluation Tool – to evaluate materials for alignment with the Common Core standards by analyzing the materials against non-negotiable criteria and criteria that indicate superior quality.

2. EQuIP (Educators Evaluating the Quality of Instructional Products) Rubric for Lessons & Units: ELA/Literacy (Grades 6-12) – rubrics that provide criteria to determine the quality and alignment of lessons and units to the CCSS in order to (1) identify exemplars/models for teachers' use, (2) provide constructive criteria-based feedback, and (3) review existing instructional materials to determine what revisions are needed.
3. Assessment Evaluation Tool – to evaluate each grade/course's assessments for alignment with the CCSS by analyzing the assessments against the non-negotiable criteria.
4. Additional Resources for Evaluating Alignment of Instructional and Assessment Materials – links to additional resources, including (1) Achieve Open Educational Resources Rubrics at <http://www.achieve.org/oer-rubrics>; (2) Qualitative Measures Rubric for Informational Text and Qualitative Measures Rubric for Literature at www.ccsso.org/textcomplexity; and (3) CCSS Grade Bands and Quantitative Measures at <http://achievethecore.org/ela-literacy-common-core/text-complexity/quantitative-measures>.
5. Revised *Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12* – criteria designed to guide publishers and curriculum developers to ensure alignment with the standards.

Social Content Review

To ensure that instructional materials reflect California's multicultural society, avoid stereotyping, and contribute to a positive learning environment, instructional materials used in California public schools must comply with the state laws and regulations for social content. Instructional materials must meet *EC* Sections 60040–60045 as well as the SBE guidelines in the *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition* (CDE 2013c). Instructional materials that are adopted by the SBE meet the social content requirements. The CDE conducts social content reviews of a range of instructional materials and maintains an online, searchable list of the materials that meet the social content requirements. The list of approved instructional materials is on the CDE Social Content Review Web page at <http://www.cde.ca.gov/ci/cr/cf/ap2/search.aspx>.

If an LEA is not purchasing state-adopted instructional materials or materials from the list of approved instructional materials maintained by the CDE, the LEA must complete its own social content review. Information about the review process can be found on the CDE Social Content Review Web page at <http://www.cde.ca.gov/ci/cr/cf/lc.asp>.

Supplemental Instructional Materials

The SBE traditionally adopts only basic instructional materials programs⁷, but has adopted supplemental instructional materials on occasion. LEAs adopt supplemental materials for local use more frequently. Supplemental instructional materials are defined in California *EC* section 60010(I). Supplemental instructional materials are generally designed to serve a specific purpose such as providing more complete coverage of a topic or subject, meeting the instructional needs of groups of students, or providing current, relevant technology to support interactive learning.

With the adoption of the CA CCSS for ELA/Literacy, there was a demand from the field for instructional materials to help schools transition from the previous standards in English language arts to the CA CCSS for ELA. In response, the CDE conducted a supplemental instructional materials review (SIMR). The SIMR was a two-phase review of supplemental instructional materials that bridge the gap between programs being used by local educational agencies that were aligned to the previous ELA standards and the CA CCSS for ELA. At the recommendation of the CDE, the SBE approved a total of

⁷ Programs that are designed for use by students and their teachers as a principal learning resource and that meet in organization and content the basic requirements of a full course of study (generally, one school year in length.)

13 English language arts supplemental instructional programs in November 2012 and January 2013. More information on the supplemental review process and approved materials is available online at <http://www.cde.ca.gov/ci/cr/cf/simrelaprograms.asp>.

Open-Source Electronic Resources (OERs)

Open-Source Electronic Resources (OERs) are free instructional materials and resources available online for teachers, parents, and students. OERs include a range of offerings, from full courses to quizzes, classroom activities, and games. Students may create OERs to fulfill an assignment. Teachers may work together to develop curriculum, lesson plans, or projects and assignments and make them available for others as an OER. OERs offer the promise of more engaging, relevant instructional content, variety, and up-to-the-minute information. They should, however, be subject to the same type of evaluation as other instructional materials used in the schools and reviewed to determine if they are aligned with the content that students are expected to learn and are at an appropriate level for the intended students. In addition, OERs need to be reviewed with the social content requirements in mind to ensure that students are not inadvertently exposed to name brands, corporate logos, or materials that demean or stereotype.

The California Learning Resources Network (CLRN) reviews supplemental electronic learning resources using review criteria and a process approved by the SBE. A complete explanation of the process can be found in the document title “California Learning Resource Network (CLRN) Supplemental Electronic Learning Resources Review Criteria and Process” (2013). This document was produced before the CA CCSS for ELA/Literacy were adopted and refers to the prior California standards, but it still serves as a general resource to guide selection of supplemental electronic resources. Below is a short check list to consider when reviewing electronic instructional materials.

Minimum Requirements

1. The resource addresses standards as evidenced in the standards match and provides for a systematic approach to the teaching of the standard(s), and contains no material contrary to any of the other California content standards.
2. Instructional activities (sequences) are linked to the stated objectives for this electronic learning resource (ELR).
3. Reading and/or vocabulary levels are commensurate with the skill levels of intended learners.
4. The ELR exhibits correct spelling, punctuation, and grammar, unless a primary source document.
5. Content is current, accurate, and scholarly, including that taken from other subject areas.
6. The presentation of instructional content must be enhanced and clarified by the use of technology through approaches which may include: access to real-work situations (graphics, video, audio); multi-sensory representations (auditory, graphic, text); independent opportunities for skill mastery; collaborative activities and communication; access to concepts through hypertext, interactivity, or customization features; use of the tools of scholarship (research, experimentation, problem solving); simulated laboratory situations.
7. The resource is user friendly as evidenced by the use of features such as: effective help functions; clear instructions; consistent interface; intuitive navigational links.
8. Documentation and instruction on how to install and operate the ELR are provided and are clear and easy to use.
9. The model lesson/unit demonstrates effective use of the ELR in an instructional setting.

A few of the growing number OER Web sites that support instruction and learning of the CA CCSS for ELA/Literacy and offer high quality resources for use in the classroom and for professional learning are:

- Readwritethink, <http://www.readwritethink.org/>, a site developed by the International Reading Association and the National Council of Teachers of English that includes classroom resources (e.g., lesson plans, student interactives, book lists) and online professional development opportunities and instructional strategy guides.
- EQuIP (Educator Evaluating Quality Instructional Products), <http://www.achieve.org/EQuIP>, is an initiative of the America Diploma Project designed to build the capacity of educators to evaluate and improve the quality of instructional materials and increase the supply of lessons and units aligned to the Common Core State Standards.
- Edutopia, <http://www.edutopia.org/>, supported by the George Lucas Foundation to help disseminate replicable, innovative, and evidence-based strategies through supportive resources and connections to other educators.
- Teaching Channel, <https://www.teachingchannel.org/>, a library of high-quality videos to help teachers learn new instructional strategies for their own classrooms and reflect on their practices.

Accessible Instructional Materials

The CDE Clearinghouse for Specialized Media and Translations (CSMT) provides instructional resources in accessible and meaningful formats to students with disabilities, including students who are deaf and hard of hearing, students with vision impairments, severe orthopedic impairments, or other print disabilities. The CSMT produces accessible versions of textbooks, workbooks, literature books, and assessment books. Specialized instructional materials include braille, large print, audio recordings, digital talking books, electronic files, and American Sign Language Video-books. Local assistance funds finance the conversion and production of specialized instructional materials, which are free to schools. The distribution of various specialized media to public schools provides general education curricular to students with disabilities. Information about accessible instructional materials and other instructional resources, including what is available and how to order them, can be found on the CDE CSMT Media Ordering Web page at <http://csmt.cde.ca.gov/>.

Appendix 12-A: Optional Criteria

Program 3 Basic Biliteracy: Spanish/English Language Development Program

Instructional materials for a Biliteracy Spanish/English Language Development Program may include:

1. Content that meets all identified standards as specified in the Common Core en Español, the CA ELD Standards, and the CA CCSS for ELA.
2. Sufficient teacher and student materials for the flexible implementation for a range of two-way immersion program models, e.g., 90–10, 80–20, 50–50.
3. Teacher materials that provide explicit instruction and guidance on addressing the linguistic differences of Spanish, including:
 - a. Cross-linguistic transfer
 - b. Contrastive analysis in phonemic awareness, phonics, cognates, vocabulary, comprehension skills, and writing
 - c. Research on ELD and Two Way Immersion instruction
4. Reading intervention materials at appropriate grade levels for differentiating instruction and addressing the linguistic augmentations as specified in the Common Core en Español.
5. Content that reflects the diversity of English- and Spanish-speaking cultures, including the arts and music.
6. Resources that promote additional practice in oral language development and foundational skills in English and Spanish. These materials should be designed to encourage parental/guardian involvement in student learning at home.

Appendix 12-B: Matrix 1

Program 4: Intensive Intervention Program in English Language Arts, Grades Four Through Eight

This program supports a basic program and provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. This program could be used as a temporary replacement core where students are non-readers in the first- or second grade-level as evidenced in a broad set of measures. The materials are not intended to be a substitute for English language development instruction. The materials in this program are designed for students to gain two grade levels for each year of instruction while providing a rich curriculum supporting the five themes: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. The materials are designed to accelerate students' successful reentry into a basic program and include clear instructional plans and tools for entering and exiting the program.

Key to Symbols: c = Complete Standard Addressed p = Partial Standard Addressed NA = Not Applicable										
	Standard/Number	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Reading Standards for Literature	Key Ideas & Details	1	NA	NA	c	c	c	c	NA	c
		2	c	NA	c	NA	c	c	NA	c
		3	c	NA	c	NA	c	c	c	c
	Craft & Structure	4	NA	c	c	NA	c	c	c	NA
		5	c	c	c	c	NA	c	c	c
		6	NA	NA	c	c	c	c	NA	c
	Integration of Knowledge & Ideas	7	NA	c	c	c	NA	NA	NA	NA
		8	NA	NA						
		9	c	c	NA	c	NA	c	NA	c
	Range of Reading & Level of Complexity	10	c	NA	c	c	c	c	NA	NA
Reading Standards for Informational Text	Key Ideas & Details	1	NA	NA	c	c	c	c	NA	c
		2	c	c	NA	c	NA	c	NA	c
		3	c	NA	c	c	c	c	c	NA
	Craft & Structure	4	c	NA	c	c	c	c	c	NA
		5	c	c	c	c	c	c	NA	c
		6	c	c	c	c	c	c	NA	c
	Integration of Knowledge & Ideas	7	NA	c	NA	c	c	c	NA	c
		8	c	c	c	NA	c	c	NA	c
		9	c	NA	c	NA	c	c	NA	c
	Range of Reading & Level of Complexity	10	c	NA	c	c	c	c	NA	NA

Key to Symbols: c = Complete Standard Addressed
 p = Partial Standard Addressed
 NA = Not Applicable

	Standard/Number	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Foundational Skills	Print Concepts	1	c	NA	NA	NA	NA	NA	NA	
	Phonological Awareness	2	c	NA	NA	NA	NA	NA	NA	
	Phonics & Word Recognition	3	c	c	c	NA	c	NA	NA	
	Fluency	4	NA	c	NA	NA	c	NA	NA	
Writing Standards	Text Types and Purposes	1	c	NA	c	NA	c	c	c	NA
		2	NA	c	c	NA	c	c	NA	c
		3	NA	c	c	NA	c	c	c	NA
	Production & Distribution of Writing	4	NA	NA	c	NA	c	c	NA	NA
		5	c	NA	c	NA	c	c	NA	NA
		6	NA	NA	c	c	NA	NA	c	NA
	Research to Build & Present Knowledge	7	NA	c	NA	c	c	c	NA	c
		8	NA	c	c	NA	c	c	c	NA
		9	NA	NA	NA	c	c	c	c	c
	Range of Writing	10	NA	c	NA	c	NA	c	NA	c
Speaking & Listening Standards	Comprehension and Collaboration	1	NA	p b-c	c	NA	c	c	NA	c
		2	c	c	c	c	c	c	c	c
		3	NA	NA	c	c	c	c	NA	c
	Presentation of Knowledge & Ideas	4	NA	NA	c	c	p a	c	c	c
		5	c	NA	NA	NA	NA	NA	c	c
		6	NA	NA	c	c	NA	c	NA	NA
Language Standards	Conventions of Standard English	1	c	p a-f	p a-i & k	p a-g	c	c	c	c
		2	c	p a-d	c	p a-c	c	c	p a-b	p a, b
	Knowledge of Language	3	N/A	c	c	c	c	c	c	c
	Vocabulary Acquisition & Use	4	c	p d	c	NA	p a, c	c	p c	NA
		5	p a, b	NA	c	c	NA	c	NA	NA
		6	c	c	c	c	c	c	NA	NA

Appendix 12-B: Matrix 2

Program 5: Specialized Designated English Language Development Program, Grades Four Through Eight

This program for a specialized designated ELD instructional period provides an intensive, accelerated pathway that supports the needs of English learners, including those at risk of becoming or who are long-term English learners⁸, whose academic performance is below grade level, are making minimal progress towards English proficiency, and whose lack of language proficiency precludes them from performing at grade level. The materials in this program are designed to support students in their movement to grade-level proficiency in English within 12–18 months and include clear instructional plans and tools for entering and exiting the program.

Standards Labeling Key							
ELA Standards are identified by their strand, grade, and number. RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.							
ELD Standards are identified by part, grade level, number, and proficiency level PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level							
ELD Standard #		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Expanding and Bridging Levels							
Part I . A. Collaborative	1	Exchanging information/ideas	PI. 4.1.Ex PI. 4.1.Br	PI. 5.1.Ex PI. 5.1.Br	PI. 6.1.Ex PI. 6.1.Br	PI. 7.1.Ex PI. 7.1.Br	PI. 8.1.Ex PI. 8.1.Br
		Corresponding CA CCSS for ELA	SL.4.1a–d	SL.5.1a–d	SL.6.1a–d	SL.7.1a–d	SL.8.1a–d
	2	Interacting via written English	PI. 4.2.Ex PI. 2.Br	PI. 5.2.Ex PI. 5.Br	PI. 6.2.Ex PI. 6.2.Br	PI. 7.2.Ex PI. 7.2.Br	PI. 8.2.Ex PI. 8.2.Br
		Corresponding CA CCSS for ELA	W.4.6 L. 4.1,3,6	W.5.6 L. 5.1,3,6	W.6.6 L. 6.3a,b L. 6.6	W.7.6 L. 7.3a L. 7.6	W.8.6 L. 8.3a L. 8.6
	3	Offering opinions (gr. 4-5) Supporting opinions and persuading others (gr. 6-8)	PI. 4.3.Ex PI. 4.3.Br	PI. 5.3.Ex PI. 5.3.Br	PI. 6.3.Ex PI. 6.3.Br	PI. 7.3.Ex PI. 7.3.Br	PI. 8.3.Ex PI. 8.3.Br
		Corresponding CA CCSS for ELA	SL. 4.1,6 L. 4.1,3,6	SL. 5.1,6 L. 5.1,3,6	W.6.1a,b SL. 6.1d,4	W.7.1a,b, SL. 7.1d,4	W.8.1a–c SL. 8.1d,4

⁸ See California *Education Code* Section 313.1 for the definition of long-term English learner and English learner at risk of becoming a long-term English learner.

Standards Labeling Key

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

ELD Standard # Expanding and Bridging Levels		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Part I. B. Interpretive	6	Reading/viewing closely	PI.4.6.Ex PI.4.6.Br	PI.5.6.Ex PI.5.6.Br	PI.6.6.Ex PI.6.6.Br	PI.7.6.Ex PI.7.6.Br	PI.8.6.Ex PI.8.6.Br
		Corresponding CA CCSS for ELA	RL.4.1–4,7,9 RI.4.1–4,7,9 SL.2 L.4.4,6	RL.5.1–5,7,9 RI.5.1–5,7,9 SL.5.2,3 L.5.4,6	RL.6.1–4,7,9 RI.6.1–4,7,9 L.6.4,6	RL.7.1–4,7,9 RI.7.1–4,7,9 L.7.4,6	RL.8.1–4,7,9 RI.8.1–4,7,9 L.8.4,6
	7	Evaluating language choices	PI.4.7.Ex PI.4.7.Br	PI.5.7.Ex PI.5.7.Br	PI.6.7.Ex PI.6.7.Br	PI.7.7.Ex PI.7.7.Br	PI.8.7.Ex PI.8.7.Br
		Corresponding CA CCSS for ELA	RL.4.4 RI.4.2,8 SL.4.3 L.4.3,6	RL.5.3,4 RI.5.2,8 SL.5.3 L.5.3,5,6	RL.6.4 RI.6.4,8 SL.6.3 L.6.4,6	RL.7.4 RI.7.4,8 SL.7.3 L.7.4,6	RL.8.4 RI.8.4,8 SL.8.3 L.8.4,6
	8	Analyzing language choices	PI.4.8.Ex PI.4.8.Br	PI.5.8.Ex PI.5.8.Br	PI.6.8.Ex PI.6.8.Br	PI.7.8.Ex PI.7.8.Br	PI.8.8.Ex PI.8.8.Br
		Corresponding CA CCSS for ELA	RL.4.4 RI.4.4 L.4.5,6	RL.5.4 RI.5.4 L.5.5,6	RL.6.4 RI.6.4, L.6.5b,c,6	RL.7.4 RI.7.4, L.7.5b,c,6	RL.8.4 RI.8.4, L.8.5b,c,6
Part I. C. Productive	9	Presenting	PI.4.9.Ex PI.4.9.Br	PI.5.9.Ex PI.5.9.Br	PI.6.9.Ex PI.6.9.Br	PI.7.9.Ex PI.7.9.Br	PI.8.9.Ex PI.8.9.Br
		Corresponding CA CCSS for ELA	SL.4.4,6 L.4.1,6	SL.5.4,6 L.5.1,6	SL.6.4,6 L.6.1,6	SL.7.4,6 L.7.1,6	SL.8.4-6 L.8.3,6
	10	Writing	PI.4.10.Ex PI.4.10.Br	PI.5.10.Ex PI.5.10.Br	PI.6.10.Ex PI.6.10.Br	PI.7.10.Ex PI.7.10.Br	PI.8.10.Ex PI.8.10.Br
		Corresponding CA CCSS for ELA	W.4.1,2a,b, e,4 L.4.1,3a,c, 6	W.5.1,2a,b, e,4 L.5.1,3a,b, 6	W.6.1,2a,b, e,4 L.6.3a,b,6	W.7.1,2a,b, e,4 L.7.3a, 6	W.8.1, 2a,b,e, 4 L.8.3a, 6
	11	Supporting opinions (gr. 4-5) Justifying/ arguing (gr. 6-8)	PI.4.11.Ex PI.4.11.Br	PI.5.11.Ex PI.5.11.Br	PI.6.11.Ex PI.6.11.Br	PI.7.11.Ex PI.7.11.Br	PI.8.11.Ex PI.8.11.Br
		Corresponding CA CCSS for ELA	W.4.1,4,9–10 SL.4.4,6 L.4.3,6	W.5.1,4,9–10 SL.5.4,6 L.5.3,6	W.6.1,4,8–10 SL.6.3	W.7.1,4,8–10 SL.7.3	W.8.1,4,8–10 SL.8.3
12	Selecting language resources	PI.4.12.Ex PI.4.12.Br	PI.5.12.Ex PI.5.12.Br	PI.6.12.Ex PI.6.12.Br	PI.7.12.Ex PI.7.12.Br	PI.8.12.Ex PI.8.12.Br	
	Corresponding CA CCSS for ELA	SL.4.4,6 L.4.4–6	SL.5.4,6 L.5.4–6	RL.6.4 RI.6.4 L.6.4a–d, 5a–c,6	RL.7.4 RI.7.4 L.7.4a–d, 5a–c,6	RL.8.4 RI.8.4 L.8.4a–d, 5a–c,6	

Standards Labeling Key

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

ELD Standard # Expanding and Bridging Levels		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Part II. A. Structuring Cohesive Texts	1	Understanding text structure	PII.4.1.Ex PII.4.1.Br	PII.5.1.Ex PII.5.1.Br	PII.6.1.Ex PII.6.1.Br	PII.7.1.Ex PII.7.1.Br	PII.8.1.Ex PII.8.1.Br
		Corresponding CA CCSS for ELA	RL.4.5 RI.4.5 W.4.1–5,10	RL.5.5 RI.5.5 W.5.1–5,10	RL.6.5 RI.6.5 W.6.1–5,10	RL.7.5 RI.7.5 W.7.1–5,10	RL.8.5 RI.8.5 W.8.1–5,10
	2	Understanding cohesion	PII.4.2.Ex PII.4.2.Br	PII.5.2.Ex PII.5.2.Br	PII.6.2.Ex PII.6.2.Br	PII.7.2.Ex PII.7.2.Br	PII.8.2.Ex PII.8.2.Br
		Corresponding CA CCSS for ELA	RI.4.5 W.4.2c,3c	RL.5.5 RI.5.5 W.5.2c,3c L.5.1a,e	RI.6.5 W.6.2c,3c	RI.7.5 W.7.2c,3c	RI.8.5 W.8.2c,3c
Part II. C. Connecting and Condensing Ideas	6	Connecting ideas	PII.4.6.Ex PII.4.6.Br	PII.5.6.Ex PII.5.6.Br	PII.6.6.Ex PII.6.6.Br	PII.7.6.Ex PII.7.6.Br	PII.8.6.Ex PII.8.6.Br
		Corresponding CA CCSS for ELA	W.4.1c,2c,3c	W.5.1c,2c,3c L.5.1a,e	W.6.1c,2c,3c	W.7.1c,2c,3c	W.8.1c,2c,3c
	7	Condensing Ideas	PII.4.7.Ex PII.4.7.Br	PII.5.7.Ex PII.5.7.Br	PII.6.7.Ex PII.6.7.Br	PII.7.7.Ex PII.7.7.Br	PII.8.7.Ex PII.8.7.Br
		Corresponding CA CCSS for ELA	L.4.3a,6	W.5.1c,2c,3c,d L.5.3a,6	W.6.1.c,2.d,3.c-d L6.3a,6	W.7.1.c,2.d,3c-d L7.3a,6	W.8.1c,2d,3c-d L8.3a,6

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Appendix:

The Role of Literature in the Common Core State Standards

by Carol Jago

“Literature is the most astonishing technological means that humans have created, and now practiced for thousands of years, to capture experience. For me the thrill of literature involves entering into the life worlds of others. I’m from a particular, constricted place in time, and I suddenly am part of a huge world—other times, other places, other inner lives that I otherwise would have no access to.”

*Stephen Greenblatt, professor of humanities at Harvard and author of the 2012 Pulitzer Prize winner for nonfiction, *The Swerve: How the World Became Modern*.*

The California *English Language Arts/English Language Development Framework* offers guidelines for improving education and literacy. Teachers are urged to discard ineffective practices and embrace instructional methods that prepare students for post secondary education, the evolving world of work, and engaged citizenry. As we work towards meeting the Common Core State Standards, it is critical not to lose sight of the importance of educating the imagination through literature.

In an essay titled “Cultivating Wonder,” David Coleman, one of the architects of the Common Core, explains that, “So much depends on a good question. A question invites students into a text or turns them away. A question provokes surprise or tedium. Some questions open up a text, and if followed, never let you see it the same way again . . . Excellence arises from the regular practice of work worth doing, reading things worth reading and asking questions worth answering.”

Rich, complex literature stimulates the kind of creative thinking and questioning Coleman describes. It stimulates and educates a reader’s imagination. In a world that increasingly values speed over all else, literature demands that students slow down, stop to think, pause to ponder, and reflect on important questions that have puzzled humankind for a very long time.¹

The claim that the Common Core State Standards discourage the teaching of literature and privilege informational text over literary works in English classrooms is simply untrue. What seems to have caused confusion is the chart of percentages for informational and literary text cited in the Common Core State Standards’ introduction. These percentages were taken from the 2009 National Assessment for Educational Progress (NAEP) Reading Framework (<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/reading09.pdf>). They describe the balance of literary and informational text that appear on the NAEP reading assessment, a measure of students’ reading skills across the disciplines. These numbers should not be interpreted to mean that 70 percent of what students read in an English class should be informational text. What they do suggest is that a large percentage of what students read throughout their school day should be nonfiction.

¹ This focus on exposing students to rich literature and different types of complex text applies to all students, including English learners, and is woven throughout this *ELA/ELD Framework* with supportive discussion and specific examples of using literature.

Unfortunately, for many students it is only in English class that they are assigned reading. Too many students graduate without having read a single work of history, philosophy, or science. The Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects explicitly state that students need to be reading in every class.

“The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. . . . The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.” (2010, 4)

It may be that in some schools English teachers are being told to cut back on literature. In fact, English teachers need to teach more poetry, more fiction, more drama, as well as more nonfiction. More reading equals more learning. We have evidence to prove it.

Vocabulary results from the 2011 NAEP Reading Assessment (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013452>) demonstrate a strong correlation between vocabulary knowledge and reading comprehension. How do students build their vocabularies? Not by memorizing lists of obscure words but by reading complex texts, both literary and informational.

It may be that in some schools English teachers are being told to cut back on literature. In fact, English teachers need to teach more poetry, more fiction, more drama, as well as more nonfiction.

Time to Read

Common Core Anchor Standard 1 in reading calls for students to “read and comprehend literary and informational texts independently and proficiently.” If students are not reading independently, at home, on their own, whether turning pages or flipping screens, they will never read proficiently. Complaints that today’s busy, over-programmed kids don’t have time for reading are demonstrably false. The 2010 Kaiser Family Media reports that young people ages 8–18 consume on average 7½ hours of entertainment media per day: playing video games, watching television, and social networking. These are the same students who say they don’t have time to read. Children have time. Unfortunately, like *Bartleby*, too often they would simply prefer not to.

We need to make English classrooms vibrant places where compelling conversations about great works of literature take place every day. Classrooms need to be spaces where anyone who has not done the homework reading feels left out. They need to be places where students compare the lives of the Joads as they left the Dust Bowl to travel west to California in *Grapes of Wrath* with the lives of those who stayed behind through seven years with no rain in Timothy Egan’s *The Worst Hard Time* (winner of the 2006 National Book Award for Nonfiction). This need not entail force-feeding students books they hate but rather inviting young readers to partake of the richest fare literature has to offer.

Stories like Lewis Carroll’s *Alice in Wonderland*, A.A. Milne’s tales of Winnie-the-Pooh, and the Uncle Remus stories about Br’er Rabbit feed the imaginations of young readers and resist simplistic narrative resolution. Such literature is compelling because of, not in spite of, its ambiguities. When such tales are rewritten and sanitized for easy digestion, the stories are stripped of their magic. As with fast food, the taste has instant appeal and is addictive, but the nutritional value is low. Too few children know the works of Lewis Carroll, Kenneth Grahame, or Rudyard Kipling in their original form. It is sad that so many Disneyland ticket-holders have never met Mr. Toad on the pages of *The Wind in the Willows*, never imagined Toad Hall nor watched Mr. Toad in court. Wearing a Winnie-the-Pooh backpack is no substitute for having A. A. Milne’s verse read to you.

Making Complex Text Accessible

Literature study offers students windows to other worlds, other cultures, other times. It poses intellectual challenges, inviting and demanding that students stretch and grow. In *The Anatomy of Influence: Literature as a Way of Life*, Harold Bloom proposes three criteria for choosing works to be read and reread and taught to others: aesthetic splendor, cognitive power, and wisdom. That said, teachers need to do more than simply hand out copies of *Romeo and Juliet* and expect ninth graders to be enthralled by its aesthetic splendor. Making complex works accessible to young readers, particularly those whose reading and language skills lag behind their thinking skills, requires artful instruction.

For example, an effective way to introduce the major conflict in Sophocles' *Antigone* might be to have students write about a time when they stood up to authority—preparing them for the argument between Antigone and her uncle, the king, Creon. A much less effective “into” activity would be to prepare students for *Macbeth* and Lady Macbeth's “Out, damned spot! out, I say” speech by asking them to turn and talk with a partner about a time when they had a stubborn spot on their hands. Tapping prior experience must prepare students for the important issues they will encounter in the text.

Over the past decade many secondary teachers have tried to make literature study more contemporary and more relevant to students' lives. The hope was that if students did not have to struggle to read text that they might be more engaged. The result in terms of curriculum was a loss of rigor. It need not have been the case. Works by Toni Morrison, Maxine Hong Kingston, John Edgar Wideman, Jorge Borges, and James Baldwin have all the cognitive power and aesthetic splendor of Charles Dickens, Robert Louis Stevenson, F. Scott Fitzgerald, and Henry David Thoreau. But because these contemporary complex texts pose the very same textual challenges as the earlier works: difficult vocabulary, complicated syntax, figurative language, and length, we too often choose to teach simpler books. Rather than searching for works that pose no challenges, we need to design lessons that offer students the means for grappling with every aspect of complex text.

Making complex works accessible to young readers, particularly those whose reading and language skills lag behind their thinking skills, requires artful instruction.

Appendix B of the Common Core State Standards provides a list of text exemplars to represent the complexity, quality, and range of works students should be taught at each grade level. Though some critics decry the list as a *de facto* national reading list, the Common Core states clearly that, “The choices should serve as useful guideposts in helping educators select texts of similar complexity, quality, and range for their own classrooms. They expressly do not represent a partial or complete reading list” (2010, 2).

One exemplar from the Grades 2–3 list is William Steig's *Amos and Boris*. Notice the vocabulary and syntactical challenges this sentence from the story poses for young readers. “One night, in a phosphorescent sea, he marveled at the sight of some whales spouting luminous water; and later, lying on the deck of his boat gazing at the immense, starry sky, the tiny mouse Amos, a little speck of a living thing in the vast living universe, felt thoroughly akin to it all.” If students are reading such wondrous words at eight-years old, imagine what they will be capable of at eighteen.

In Defense of Depressing Books

Students often wonder why so much of the literature they study in school is so depressing. *Romeo and Juliet* ends tragically. Anne Frank dies young. The jury decides against Atticus Finch. In *The Secret Garden* everyone in Mary Lennox's house dies of cholera. Yet expressed within many seemingly heart-breaking narratives are themes of enduring love and the resilience of the human spirit. Great books earn their beautiful endings.

Aristotle used the term *catharsis* to describe how the pitiable and fearful incidents that occur in Greek tragedy arouse powerful emotions in an audience. Though the audience suffers with the protagonist through a series of unfortunate events, viewers emerge from the theater satisfied. Despite the unhappy ending, the conflict has been resolved in a way that corresponds with the audience's experience of human nature and with the ironies of fate. A tragedy's outcome may not be the one we hoped for, but it nevertheless proceeds logically from the protagonist's actions. At the conclusion of the work, readers may feel like Samuel Taylor Coleridge's marriage guest after listening to the Ancient Mariner's tragic tale.

He went like one that hath been stunned,
And is of sense forlorn:
A sadder and a wiser man,
He rose the morrow morn.

Literature helps young people prepare for the challenges they are almost sure to face in their own lives. It demonstrates to students that they are not alone in their sadness.

Students also need to learn that poverty is not a temporary anomaly but pervasive social condition faced by many people. Richard Wright's autobiography, *Black Boy*, helps readers see how poverty can distort relationships, causing people to behave in unexpected ways. When the nine-year-old Richard is mugged coming home from the grocery store, his mother sends him back outside with a stick. She understands that the world is a brutal place, so rather than comforting her traumatized child, she forces him back out into the street to confront the trouble that surrounds him. The lesson she teaches is not merely one of violence but rather of survival. Ultimately Richard finds his way on and beyond those mean streets through reading and writing. *Black Boy* invites students to experience the debilitating effects of poverty and discrimination vicariously and to begin to understand why the struggle for economic justice and civil rights is everyone's business. Alongside history and philosophy, the study of literature offers a powerful means of understanding the problems that continue to beset humanity.

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Reading Fiction Fosters Empathy

In a lecture to the Reading Agency author Neil Gaiman explained why reading, libraries, and imagination are so important. He argues that using our imaginations and providing for others to use theirs is an obligation for all citizens. Reading fiction is particularly important because it builds empathy. "When you watch TV or see a film, you are looking at things happening to other people. Prose fiction is something you build up from 26 letters and a handful of punctuation marks, and you, and you alone, using your imagination, create a world and people it and look out through other eyes. You get to feel things, visit places and worlds you would never otherwise know. You learn that everyone else out there is a 'me,' as well. You're being someone else, and when you return to your own world, you're going to be slightly changed. Empathy is a tool for building people into groups, for allowing us to function as more than self-obsessed individuals. You're also finding out something as

you read vitally important for making your way in the world. And it's this: The world doesn't have to be like this. Things can be different."

Gaiman also makes the case for the importance of escapist fiction in children's lives,

If you were trapped in an impossible situation, in an unpleasant place, with people who meant you ill, and someone offered you a temporary escape, why wouldn't you take it? And escapist fiction is just that: fiction that opens a door, shows the sunlight outside, gives you a place to go where you are in control, are with people you want to be with (and books are real places, make no mistake about that); and more importantly, during your escape, books can also give you knowledge about the world and your predicament, give you weapons, give you armor: real things you can take back into your prison. Skills and knowledge and tools you can use to escape for real. As JRR Tolkien reminded us, the only people who inveigh against escape are jailers.

As we design language arts curriculum, let us ensure that pleasure reading, "escapist" reading, continues to have a place beside the close reading of complex texts students are performing with their teacher. We need not get caught up in either/or. This California *ELA/ELD Framework* challenges teachers to make room both for and in students' reading lives.

Reading in a Digital World

Some futurists argue that today's students no longer have the patience for words on a printed page. Is it time teachers simply accept that today's students no longer have the inclination to read anything more complex than a series of tweets? Are our children fundamentally different from past generations? Weaned on the lightning-quick access and brilliant images of the Internet and addicted to the constant exchange of social media, do they need a more interactive, digital learning environment to thrive?

The evidence supporting this view is powerful and persuasive. Jane McGonigal, a game designer working at the Institute for the Future, explains that online games are so compelling because they promote "blissful productivity." Gamers feel they are accomplishing something important, that the battles they are fighting have "epic meaning," and that they can be their best selves in this virtual environment. She has a point. Why else would people all over the world invest three billion hours a week playing video games? By the age of 21 the average gamer will have spent 10,000 hours playing video games, approximately the same amount of time spent in school between grades 5 and 12. It is no wonder that a generation of children, the same children whose NAEP reading scores are below proficient, are becoming expert gamers. Imagine if students put a comparable amount of effort into reading that they do into video games. Imagine if students felt so "blissfully productive" at the end of every school day that they were eager to return on the morrow for more.

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Unfortunately, teaching literature has too often been an occasion for teachers who know and love books to showcase what they love and show off what they know. Students come away from such classes—and this is when they are done well—in awe of their teachers but with little confidence in their own ability to read literature. Louise Rosenblatt said that, "The problem that a teacher faces first of all, then, is the creation of a situation favorable to a vital experience of literature. Unfortunately, many of the practices and much of the tone of literature teaching have precisely the opposite effect" (1983, 61). Classrooms from preschool through college should be places where that vital experience of literature takes place every day.

It is unrealistic to think that students will cheer when their teacher hands out copies of a Shakespeare play or a Homeric epic—let alone *Tess of the d'Urbervilles* or *The Grapes of Wrath*. The sheer weight of the volumes is daunting. But this is not a recent development in teenage behavior. Adolescent groans mask a deep hunger for meaning. They also mask students' fear that they will not be able to do this work. Nor will they be able to—without the help of a skilled teacher. Instead of making the excuse that today's students do not have the vocabulary, background knowledge, or

Instead of making the excuse that today's students do not have the vocabulary, background knowledge, or stamina to read complex literature, we need to design lessons that build reading muscles page by page.

stamina to read complex literature, we need to design lessons that build reading muscles page by page.

Lily Wong Fillmore, a long-time researcher into English language learning, has made an impassioned plea to teachers not to dumb down texts for English learners. Worried about the “gradual erosion of the complexity of texts” offered to students, Fillmore posits that when teachers offer only simplified materials to their English learners, it is “niceness run amok.” While she acknowledges that for the first year or two English learners need altered or alternate texts, ultimately they deserve the challenge of rich literature.

Teaching literature does not mean dragging students kicking and screaming through works they hate and poems they find

opaque. It means nurturing the next generation of readers—readers who one day may choose to buy a ticket for a performance of *Twelfth Night*, who will excitedly order the latest James McBride novel for their e-reader, who can find solace in poetry during times of trouble. Much is made of the economic impact of education and how America needs an educated populace in order to be globally competitive, but of equal importance is preparing students' hearts and minds for whatever the future may hold. Writers from George Orwell to Kazuo Ishiguro, from Margaret Atwood to Chang-rae Lee have warned us of the danger of technology when divorced from humanity, but unless students read and heed their warnings we may be heading not for the best of all possible worlds but for the worst.

Access to Books Is a Human Right

Children (and adults) who read do not do so to enlarge their vocabularies or to improve their reading comprehension or to build background knowledge. While all of these things may occur as they devour book after book, readers read because it feels good. In her memoir *An American Childhood*, Annie Dillard recalls how it was for her to read as a child.

Parents have no idea what their children are up to in their bedrooms: They are reading the same paragraphs over and over in a stupor of violent bloodshed. Their legs are limp with horror. They are reading the same paragraphs over and over, dizzy with gratification as the young lovers find each other in the French fort, as the boy avenges his father, as the sound of muskets in the woods signals the end of the siege. They could not move if the house caught fire. They hate the actual world. The actual world is a kind of tedious plane where dwells, and goes to school, the body, the boring body which houses the eyes to read the books and houses the heart the books enflame. The very boring body seems to require an inordinately big, very boring world to keep it up, a world where you have to spend far too much time, have to *do* time like a prisoner, always looking for a chance to slip away, to escape back home to books, or escape back home to any concentration—fanciful, mental, or physical—where you can lose yourself at last. Although I was hungry all the time, I could not bear to hold still and eat; it was too dull a thing to do, and had no appeal either to courage or to imagination (1988, 100).

Readers like Annie Dillard lose themselves in books the way gamers lose themselves in *World of Warcraft*. The Harry Potter and *Hunger Games* series produced young readers who yearned for the next installment, loved talking about what they were reading, and had no trouble finding time in their busy digital lives to read. The problem is not a lack of time but of desire. Students who do not love books often have seldom experienced the kind of thrill Annie Dillard describes. One reason may be that they do not read with sufficient fluency for the work of reading to move to the background and the pleasure of reading to be paramount. Another reason young readers turned back to their game controllers may be that their teachers weren't quick enough to serve up the next book, books like Philip Pulman's *The Golden Compass* or Madeleine L'Engle's *A Wrinkle in Time*.

Maybe the door slammed behind J.K. Rowling and Suzanne Collins because there are too few librarians in our schools or because all over America public libraries, those testaments to the American Dream, are cutting staff and curtailing their hours. In the name of the California *ELA/ELD Framework*, we must work to reverse these trends. Easy access to books is a human right and a civilized society's responsibility.

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A key principle guiding the development of this framework was that schooling must help all students achieve their highest potential. Part of this schooling includes skill in literacy and language and, as discussed in the introduction to this *ELA/ELD Framework*, providing individuals with access to extraordinary and "powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others." In 1780 John Adams wrote into the Massachusetts Constitution, "Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and magistrates, in all future periods of this commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them."

Let us embrace our duty to cherish the interests of literature.

Book Resources for Teachers

One of the most important decisions teachers make is choosing books for their students. Selecting which books to teach, which to use in readers' circles, titles for classroom libraries, as well as suggestions for summer reading lists demands an enormous amount of reading and requires help.

The CDE Recommended Literature List at <http://www.cde.ca.gov/ci/cr/rl/> is a searchable database of books to help students, teachers, and families find books that entertain, inform, and explore new ideas, cultures, and experiences. Some of the search categories that can be used for selection include the author, title, illustrator or translation; grade-level span; language of a book if other than English or if the title is bilingual; cultural designations; genre; classification; curriculum connections; awards; and discipline and topics or areas of focus within an academic discipline.

The lists that follow offer a plethora of outstanding books to stimulate students' minds and nourish their hearts.

Prize Winning Books for Young Readers

Blue Peter Book Award (awarded in the United Kingdom to authors and illustrators of children's books for either the best story or the best book with facts)

<http://www.booktrust.org.uk/prizes/2>

Caldecott Medal winners and honor books (awarded to artists of American picture books for children)

<http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal>

CILIP Carnegie & Kate Greenaway Book Award (awarded in the United Kingdom by librarians for outstanding books for children and young people and for outstanding books in terms of illustration)

<http://www.carnegiegreenaway.org.uk/home/index.php>

Coretta Scott King Book Award (awarded to authors and illustrators of African descent whose books promote an understanding and appreciation of the "American Dream")

<http://www.ala.org/emiert/cskbookawards>

Geisel Award (awarded to authors and illustrators of an American book for beginning readers)

<http://www.ala.org/alsc/awardsgrants/bookmedia/geiselaward>

Golden Kite Author Award and Golden Kite Illustration Award (presented to children's book authors and artists by their fellow authors and artists)

<http://www.scbwi.org/awards/golden-kite-award/125854-2/>

Hugo Award (aka the Science Fiction Achievement Award)

<http://www.thehugoawards.org/>

Jefferson Cup Award (honors a biography, historical fiction, or American history book that helps promote reading about America's past)

<http://www.vla.org/the-jefferson-cup-award>

Lee and Low Books New Voices Writers Award (awarded for a children's picture book by a writer of color)

http://www.leeandlow.com/p/new_voices_award.mhtml

Nebula Award (presented by Science Fiction and Fantasy Writers of America for the best novel, novella, novelette, and short story)

<http://www.sfwaw.org/2011/05/nebula-award-winners-announced/>

Newbery Medal winners and honor books (awarded to authors of American literature for children)
<http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberyhonors/newberymedal>

Pura Belpré Medal (presented to Latino/Latina writers and illustrators whose works best portray, affirm, and celebrate the Latino cultural experience)
<http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal>

Scott O'Dell Historical Fiction Award
<http://www.scottodell.com/Pages/ScottO%27DellAwardforHistoricalFiction.aspx>

Schneider Family Book Award (honors authors or illustrators for books that portray an aspect of living with a disability)
<http://www.ala.org/awardsgrants/awards/1/apply>

Stonewall Book Award (honors books that relate to the gay/lesbian/bisexual/transgender experience)
http://www.ala.org/awardsgrants/awards/177/all_years

Outstanding Nonfiction for Young Readers

Booklist Editors' Choice Nonfiction Books for Youth
<http://www.ala.org/awardsgrants/booklist-editors-choice-books-youth>

California Reading Association's Eureka! Nonfiction Children's Book Award
http://www.californiareads.org/display.asp?p=awards_eureka

Cook Prize (honors science, technology, engineering, and math (STEM) picture books)
<http://www.bankstreet.edu/center-childrens-literature/cook-prize/>

Orbis Pictus Award (for outstanding nonfiction)
<http://www.ncte.org/awards/orbispictus>

Robert F. Sibert Informational Book Medal
<http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal/sibertpast/sibertmedalpast>

Prize Winning Books and Authors for Older Readers

American Library Association Alex Award (awarded to fiction or nonfiction works published for adults with significant appeal to teen readers)
<http://www.ala.org/yalsa/booklists/alex>

California Book Award (awarded to literature within California)
<http://www.commonwealthclub.org/node/65620>

Costa Book Award (presented to authors from the United Kingdom and Ireland)
<http://www.costa.co.uk/costa-book-awards/welcome/>

Los Angeles Times Book Award
<http://events.latimes.com/bookprizes/previous-winners/winners-by-award/>

Man Booker Prize (awarded to the best fiction book of the year by the Booker Prize Foundation promoting contemporary fiction)
<http://www.themanbookerprize.com/>

Michael L. Printz Award for Excellence in Young Adult Literature
<http://www.ala.org/yalsa/printz>

National Book Award (awarded by a consortium of book publishing groups to exceptional books written by Americans, given in the categories of fiction, nonfiction, poetry, and young people's literature)

<http://www.nationalbook.org/nba2013.html>

National Book Critics Circle Award

<http://bookcritics.org/awards>

Nobel Prize Winners in Literature

http://www.nobelprize.org/nobel_prizes/literature/

PEN Literary Award (recognition to writers of fiction, science writing, essays, sports writing, biographies, children's literature, translation, drama, or poetry)

<http://www.pen.org/blog/announcing-2013-pen-literary-award-winners>

Pulitzer Prize winners

<http://www.pulitzer.org/bycat>

Outstanding Nonfiction for Older Readers

American Library Association Notable Government Documents

<http://www.ala.org/awardsgrants/notable-government-documents>

American Rhetoric's Top 100 Speeches

<http://www.americanrhetoric.com/top100speechesall.html>

California Department of Education, California Remembering September 11, 2011

<http://www.cde.ca.gov/ci/cr/lb/sept11.asp>

YALSA Award for Excellence in Nonfiction

<http://www.ala.org/yalsa/nonfiction-award>

Outstanding Books Chosen by Young Readers for Young Readers

American Library Association Teens Top Ten

<http://www.ala.org/awardsgrants/teens-top-ten>

California Young Reader Medal winners

<http://www.californiayoungreadermedal.org/winners/>

International Reading Association Young Adults' Choices

<https://www.literacyworldwide.org/get-resources/reading-lists/young-adults-choices-reading-list>

Recommendations from Organizations

American Library Association Great Graphic Novels for Teens

<http://www.ala.org/yalsa/great-graphic-novels>

California Library Association Beatty Award Recipients (honors authors of books for children or young adults that best promote an awareness of California and its people)

<http://www.cla-net.org/displaycommon.cfm?an=1&subarticlenbr=408>

Christopher Award (awarded to books which affirm the highest values of the human spirit)
<http://www.christophers.org/page.aspx?pid=217>

Common Core en Español, State Standards Initiative Translation Project, Recommended Books
<https://commoncore-espanol.sdcoe.net/Home>

FOCOL Award (presented by the Los Angeles Public Library Children’s Literature Department given to books that feature California content)
<http://focalcentral.org/focalaward.php>

International Reading Association Book Award
<https://www.literacyworldwide.org/about-us/awards-grants/ila-children's-and-young-adults'-book-awards>

Isabel Schon International Center for Spanish Books for Youth (information about high-quality books in Spanish for children and noteworthy books in English about Latinos)
<http://www.sandiego.gov/public-library/services/ischoncenter/index.shtml>

Mildred L. Batchelder Award (presented to an American publisher for a children’s book originally published in a foreign language in a foreign country, and subsequently translated into English and published in the US)
<http://www.ala.org/awardsgrants/mildred-l-batchelder-award>

National Council for Social Studies trade books for young people
<http://www.socialstudies.org/notable>

National Science Teachers Association trade books for students K–12
<http://www.nsta.org/publications/ostb/ostb2013.aspx>

Northern California Book Award (given to Northern California authors)
<http://www.nciba.com/book-awards.html>

Reading Rockets (education initiative of WETA) Latino and Spanish-Language Favorites
<http://www.readingrockets.org/articles/books/c367>

University of Toledo Diversity Book Award (chart of book awards for diversity awarded by different organizations)
<http://libguides.utoledo.edu/content.php?pid=70654&sid=523405>

Young Adult Library Services Association Outstanding Books for the College Bound
<http://www.ala.org/yalsa/outstanding-books-college-bound>

“Best Books” lists

Alma Flor Ada, Professor Emerita at the University of San Francisco (reading lists for English and Spanish, including supporting book information for teachers)
<http://almaflorada.com/>

California Readers (yearly list of suggested titles of California authors and illustrators to consider for library purchases)
<http://www.prweb.com/releases/2011/11/prweb1021444.htm>

Center for the Study of Multicultural Children’s Literature
<http://www.patmora.com/images/blog-best-multi-2013.pdf>

Classic literature from the Cincinnati and Hamilton County Library
<http://www.cincinnati.library.org/booklists/?id=classics>

The Guardian's 100 greatest novels of all time

<http://www.theguardian.com/books/2003/oct/12/features.fiction>

The Guardian's 100 greatest nonfiction books of all time

<http://www.theguardian.com/books/2011/jun/14/100-greatest-non-fiction-books>

Isabel Schon International Center for Spanish Books for Youth

<http://www.sandiego.gov/public-library/services/ischoncenter/index.shtml>

Kirkus Book Reviews

<https://www.kirkusreviews.com/>

The Modern Library 100 Best Novels

<http://www.modernlibrary.com/top-100/100-best-novels/>

The Modern Library 100 Best Nonfiction Books

<http://www.modernlibrary.com/top-100/100-best-nonfiction/>

National Education Association Bilingual Booklist – Lectura Recomendada

<http://www.nea.org/grants/bilingual-booklist.html>

New York Times best literary biographies

<http://www.nytimes.com/ref/books/literary-biographies.html>

The Top Ten Essays Since 1950

<http://www.publishersweekly.com/pw/by-topic/industry-news/tip-sheet/article/54337-the-top-10-essays-since-1950.html>

School Library Journal reviews and best books

<http://bookverdict.com/>

Washington Post best presidential biographies

<http://www.washingtonpost.com/blogs/the-fix/wp/2012/12/05/the-best-of-the-best-presidential-biographies-2/>

Poetry Recommendations

The Boston Globe best poetry list

<http://www.bostonglobe.com/arts/books/2013/12/28/best-poetry/UZDnx2360CfH1I01hDX95H/story.html>

Children's Literature Council

http://www.childrensliteraturecouncil.org/myra_cohn_livingston_award.htm

Great Poems to Teach

<http://www.poets.org/page.php/prmlD/86>

The Poetry Foundation

http://www.poetryfoundation.org/article/246782?utm_source=twitter&utm_medium=social_media&utm_campaign=general_marketing

Poem Hunter Top 500 poems

<http://www.poemhunter.com/p/ml.asp?p=1&l=top500>

Poems to Memorize

<http://www.poets.org/viewmedia.php/prmMID/17111>

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Resources

Common Core State Standards for ELA/Literacy

Academic Language and Literacy (<http://jeffzwiers.org>)

This site is focused on helping educators accelerate and deepen students' learning of academic language, literacy, and content understandings in all classrooms. The site provides information and tools to help teachers, schools, and parents to build language, literacy, thinking, and content in all students.

Achieve the Core (Student Achievement Partners) (<http://www.achievethecore.org/>)

The [achievethecore.org](http://www.achievethecore.org/) site provides free, high-quality resources compiled by Student Achievement Partners (developers of the CCSS) for educators implementing the CCSS, including professional learning modules, handouts, presentations, sample lessons, and lesson videos on the foundations of English language arts and literacy across subjects.

America Achieves (<http://commoncore.americaachieves.org/>)

This Web page offers support to leaders and communities to build high quality educational systems and success for students in careers, college, and citizenship. The support includes disseminating tools for implementing the CCSS, such as lesson plans, videos, and professional development on assessing the quality of resources.

CDE Child Development Division Resources (<http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>)

This Web page offers information and resources regarding early education, including publications related to the alignment of the Common Core State Standards and the California preschool learning foundations and an implementation guide for transitional kindergarten.

CDE Common Core State Standards Resources (<http://www.cde.ca.gov/ci/cc/>)

This Web page offers information, download links, and FAQs related to the California Common Core State Standards in English language arts, literacy, and mathematics. In addition, all County Offices of Education have resources on their Web sites to support the implementation of the standards.

CDE CCSS Professional Learning Modules for Educators (<http://www.cde.ca.gov/re/cc/ccssplm.asp>)

This Web page links to professional learning modules (PLMs) that support educators in delivering curriculum aligned to the CCSS to all pupils. Topics including a general overview of the standards, reading of informational text, writing to inform, argue, and analyze, content literacy in technical subjects, and an overview of the CA English Language Development Standards. These modules are available online at no cost.

CDE English Language Arts (<http://www.cde.ca.gov/ci/rl/index.asp>)

This Web page is an index to current curriculum frameworks and content standards, instructional materials and resources, and a collection of recommended literature for students in kindergarten through grade twelve.

CDE Reading/Language Arts Professional Development (<http://www.cde.ca.gov/pd/ca/rl/>)

This Web page offers resources for professional development to improve classroom instruction in reading and language arts. It includes links to the *Parent Handbook for English Language Arts*, the Striving Readers Comprehensive Literacy Program, and outside resources for teaching reading.

California Reading and Literature Project (<http://csmp.ucop.edu/crlp>)

This project provides professional development programs, resources, and research in language and literacy instruction, including a focus on academic English language development, and links universities with schools and districts in collaborative partnerships.

The California Subject Matter Project (<http://csmp.ucop.edu>)

The California Subject Matter Project (CSMP) professional development programs support teachers' use of standards and literacy strategies to foster achievement among all students, especially English learners and students with low literacy and content-area knowledge. CSMP programs provide research-based, classroom-tested, and discipline-specific strategies to support student literacy.

California Writing Project (http://csmp.ucop.edu/home/program_list/?projids=28)

The California Writing Project provides professional development programs, resources, and research to improve student writing and learning by improving the teaching of writing.

Common Core en Español (<https://commoncore-espanol.sdcoe.net/>)

As part of the State Standards Initiative Translation Project, housed at the San Diego County Office of Education, the Common Core en Español is the Spanish version of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

Common Core Standards Matrix for the Nutrition Competencies, Grades K–6 (<http://projecteat.acoe.org/sites/default/files/Common%20Core%20Standards%20Matrix%20for%20the%20Nutrition%20Competencies.pdf>)

This matrix, used and developed by the Alameda County Office of Education, links all the Nutrition Competencies to the CA CCSS for ELA/Literacy and CCSSM as well as to Science, Physical Education, and Social Studies standards for kindergarten through grade six.

Council of Chief State Officers (CCSSO) (<http://www.ccsso.org/Resources.html>)

CCSSO is nonpartisan organization of public officials who head departments of elementary and secondary education throughout the nation. CCSSO provides leadership, advocacy, and technical assistance on major education issues, including resources on the implementation of the CCSS.

Edmodo Basal Alignment Project (<https://www.edmodo.com/>)

The Basal Alignment Project (BAP) builds district capacity to better align existing materials to the CCSS for ELA/Literacy while new materials are being developed and published. School districts, publishers, educator organizations, and others can link to the site or download and adapt materials that can be widely available to teachers and students.

International Education and Resource Network (<http://us.iearn.org/projects>)

The International Education and Resource Network (iEARN) is a non-profit organization enabling young people worldwide, working in collaboration and dialogue, to make a meaningful contribution to the health and welfare of the planet and its people by engaging in respectful dialogue and collaborative action. The iEARN web site has teacher-designed lessons that link projects to the CCSS and support educators in using technologies to promote student interaction in global project

ILA – ELA Common Core State Standards (<https://www.literacyworldwide.org/blog/literacy-daily/2012/10/08/ira-releases-guidance-for-ela-common-core-state-standards>)

The International Literacy Association (ILA) offers a variety of tools to help in the process of implementing the CCSS for ELA/Literacy. (ILA was formerly known as the IRA, International Reading Association.)

Linking Language Arts and Nutrition (http://www.californiahealthykids.org/nutrition_languagearts)

This Web page resource was developed by the *Network for a Healthy California* of the California Department of Public Health (*Network*) and the California Healthy Kids Resource Center to support *Network*-funded, student-based programs to provide effective, standards-based language arts and nutrition instruction. Each lesson addresses the CA CCSS in ELA/Literacy and in health education.

NCTE Resources Supporting Students in a Time of Core Standards (<http://www.ncte.org/standards/common-core>)

This Web page from the National Council of Teachers of English offers books, online learning, journal articles, and lesson plans.

Teaching Channel (<https://www.teachingchannel.org>)

The Teaching Channel is a video showcase of inspiring and effective teaching practices in schools to improve the outcomes of all students. The video library offers educators a wide range of subjects for grades K–12 and includes information on alignment with the CCSS and ancillary materials for teachers to use in their own classrooms.

TextProject (<http://www.textproject.org>)

This project aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools, particularly the texts used for reading instruction. Priorities include creating projects and prototypes for student reading programs, providing teacher support resources and classroom reading activities, and supporting and disseminating related research.

U.S. Department of Education—Lessons in Reading/Language Arts (<http://free.ed.gov/english-language-arts/reading/>- link no longer available)

This Web page provides a source of lessons and units for teaching reading and language arts.

English Learners

CDE English Language Development Standards (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp?print=yes>)

This Web page links to the California English Language Development (CA ELD) Standards adopted in November 2012 and the standards implementation plan and resources.

CDE English Learners (<http://www.cde.ca.gov/sp/el/>)

This Web page provides a set of links to programs and information to improve the language proficiency of English learners and help them meet content standards adopted by the State Board of Education.

CDE State Seal of Biliteracy (<http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>)

The State Seal of Biliteracy (SSB) provides recognition to high schools students who have demonstrated proficiency in speaking, reading, and writing in one or more languages in addition to English. This Web page offers information and resources for a school district, county office of education, or charter school for the criteria to establish the SSB award. The SSB insignia is affixed to the diploma or transcript of each qualifying student.

Colorín Colorado (<http://www.colorincolorado.org/>)

A free Web-based service that provides information, activities, and advice for educators and Spanish-speaking families of English language learners.

Council of Chief State School Officers (CCSSO) – State Collaboratives on Assessment and Student Standards (SCASS) – ELLs ([http://www.ccsso.org/Resources/Programs/English_Language_Learners_\(ELL\).html](http://www.ccsso.org/Resources/Programs/English_Language_Learners_(ELL).html))

The English language learner (ELL) SCASS constitutes the only national, sustained forum among state education agencies, researchers, and policy experts on issues of standards and assessment for English language learners. The ELL SCASS explores issues of policy implementation, particularly focusing on the connection of the standards and assessment system to state policies that affect instruction, curriculum, professional supports, and leadership for ELLs. The ELL SCASS Web page is updated regularly with information about the organization's various foci and activities.

Culturally Responsive Teaching (<http://www.alliance.brown.edu>)

The Education Alliance, a department at Brown University, promotes educational change to provide all students equitable opportunities to succeed. They advocate for populations whose access to excellent education has been limited or denied. The Education Alliance partners with schools, districts, and state departments of education to apply research findings in developing solutions to educational challenges. They focus on district and school improvement, with special attention to underperformance and issues of equity and diversity, and design and deliver expert services around planning, professional learning, and research and evaluation.

De Orilla a Orilla (From Shore to Shore) (www.orillas.org)

De Orilla a Orilla is an international teacher-researcher project focused on documenting promising classroom practices for intercultural learning over global learning networks. It is an international clearinghouse for establishing long-distance team-teaching partnerships between pairs or groups of teachers forming "partner" classes with a multinational and multilingual focus (including primarily Spanish, English, French, Portuguese, Haitian, and American and French Canadian Sign Languages).

Understanding Language (<http://ell.stanford.edu/>)

An initiative aimed to heighten educator awareness of the critical role that language plays in the CCSS and the Next Generation Science Standards and seeks to improve academic outcomes for English language learners (ELLs) by drawing attention to critical aspects of instructional practice and by advocating for necessary policy supports at the state and local levels. The initiative team, housed at Stanford University, has developed and presented papers and webinars addressing language and literacy issues, and sets of teaching resources that exemplify high-quality instruction for ELLs.

Literacy in Content Areas

Achieve the Core (Student Achievement Partners) (<http://www.achievethecore.org/>)

The [achievethecore.org](http://www.achievethecore.org/) site provides free, high-quality resources compiled by Student Achievement Partners (writers of the CCSS) for educators implementing the CCSS, including professional learning modules, handouts, presentations, sample lessons, and lesson videos on the foundations of English language arts and literacy across subjects.

The Arts and the Common Core: A Review of Connections Between the CCSS and the National Arts Standards Conceptual Framework (<http://nccas.wikispaces.com/Common+Core+Alignment>)

A report released by the College Board, in collaboration with the National Coalition for Core Arts Standards, that details the alignment between the CCSS for ELA and mathematics and the National Core Arts Standards.

Calisphere (<http://www.calisphere.universityofcalifornia.edu/>)

Calisphere is the University of California's free public gateway to a world of primary sources, including photographs, documents, newspaper pages, political cartoons, works of art, diaries, transcribed oral histories, advertising, and other unique cultural artifacts, revealing the diverse history and culture of California and its role in national and world history. Calisphere's content has been selected from the libraries and museums of the UC campuses, and from a variety of cultural heritage organizations across California.

Guiding Principles for the Arts: Grades K–12 (<http://usny.nysed.gov/rttt/docs/guidingprinciples-arts.pdf>)

David Coleman, one of the primary authors of the CCSS, elaborates on the relationship between the standards and the arts.

History Blueprint (<http://historyblueprint.org/>)

This site offers curricula, aligned with both the California Content Standards for History–Social Science and the CCSS for Literacy in History/Social Studies, developed by the History Blueprint Team at the California History–Social Science Project. Lessons combine historical investigation, carefully selected primary sources, activities to strengthen reading and writing, and practice evaluating arguments based on historical evidence.

Los Angeles County Office of Education (LACOE) (http://commoncore.lacoe.edu/documents/preparing_students_civic_education_connections.pdf)

A publication on civics education offered by LACOE, "Preparing Students for College, Career and CITIZENSHIP: A Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects."

Next Generation of Science Standards (NGSS) (<http://www.nextgenscience.org/next-generation-science-standards>)

New science standards developed through a collaborative, state-led process managed by Achieve, and adopted by the CDE State Board of Education, are arranged across content disciplines and grades. The NGSS is based on the *Framework for K-12 Science Education* developed by the National Research Council. Appendix M in the NGSS demonstrates the connections of the science standards to the CCSS for Literacy in Science and Technical Subjects.

Universal Access

CDE Special Education (<http://www.cde.ca.gov/sp/se/>)

A Web page with links to information and resources to serve the unique needs of persons with disabilities so that each person will meet or exceed high standards of achievement in academic and nonacademic skills.

Los Angeles Unified School District/Academic English Mastery/Closing the Achievement Gap Branch (http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/217/MEXICAN%20AMERICAN_TEACHER%20GUIDE.PDF)

This link is to the "Teachers Guide to Supporting Mexican American Standard English Learners" produced by the LAUSD Instructional Support Services, Academic English Mastery/Closing the Achievement Gap Branch. The purpose of this guide is to serve as a reference manual for teachers and an introduction to the characteristic linguistic features of Mexican American Language, also referenced as Chicano English.

Multi-Tier System of Supports (<http://www.kansasmtss.org/resources.html>)

A Multi-Tier System of Supports (MTSS) describes how schools go about providing supports for each child to be successful and the processes and tools teachers use to make decisions. When compared to RtI, MTSS addresses a much broader variety of issues including: the identification of a student with specific learning disabilities under IDEA, an individual student problem solving approach to interventions, and a standard protocol approach to interventions or possibly a school wide approach.

Universal Design for Learning Center (<http://www.udlcenter.org/>)

The National Center on UDL supports the effective implementation of Universal Design for Learning (UDL) by connecting stakeholders in the field and providing resources and information on relevant topics. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Universal Design for Learning Curriculum Toolkit (<http://udl-toolkit.cast.org/>)

The Toolkit is an open-source Web application designed to support the creation of interactive, multimedia curricula according to the principles of Universal Design for Learning (UDL). The feature set includes a system of supports and scaffolds based explicitly on the UDL Guidelines that can be customized to any curricular context. Teachers can use the application to track students' progress; see and compare their responses, highlighting, and notes; and provide individual or group feedback.

UCLA Center X (<http://centerx.gseis.ucla.edu>)

UCLA Center X is dedicated to dramatically changing schooling for underserved students. Center X provides a unique setting where researchers and practitioners collaborate to design and conduct programs that prepare and support K–12 teachers and administrators committed to social justice, instructional excellence, the integration of research and practice, and caring in urban schools. Together, these communities transform public schooling through inquiry and change, by asking questions and solving problems, fueled by passionate resolve and persistent effort.

Instructional Resources

American Printing House for the Blind (<http://www.aph.org/>)

The American Printing House for the Blind provides materials to help students with vision impairments access curriculum and daily living.

California Commission on Teacher Credentialing (<http://www.ctc.ca.gov>)

This Web site provides information about credentialing requirements for California teachers. The 2009 California Standards for the Teaching Profession (CSTP) are posted at <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>.

CDE Clearinghouse for Specialized Media and Translations (CSMT) (<http://www.cde.ca.gov/re/pn/sm/>)

The CSMT (part of the Curriculum Frameworks and Instructional Resources Division) provides materials and information for students needing access to the core curriculum in various formats (e.g., braille, large print).

CDE Instructional Materials Ordering and Distribution System (IMODS) (<http://csmt.cde.ca.gov/index.aspx>)

Free instructional materials are provided for students with disabilities through the CDE Clearinghouse for Specialized Media and Translations in various formats such as braille, large print, audio, digital talking books, and electronic files.

CDE Instructional Materials Price List (<http://www3.cde.ca.gov/impricelist/implsearch.aspx>)

The CDE has a searchable list of all state-adopted instructional materials for kindergarten through grade eight. The list is updated with each new adoption of instructional materials, and publishers have the right to submit price increases for existing lists every two years.

CDE Social Content Review (<http://www.cde.ca.gov/ci/cr/cf/lc.asp>)

This Web page includes a searchable CDE database of supplemental instructional materials that have passed a social content review. Although these materials are not considered state-approved or state-adopted, they have met all of the requirements in the *Education Code* for social content.

California Learning Resource Network (<http://www.clrn.org/home/>- link no longer available)

The California Learning Resource Network (CLRN) Web site provides information and Web links on electronic, standards-aligned learning resources (e.g., software, videos, DVDs, CD-ROMs) and assessment tools.

California State University Transitional Kindergarten Community (<http://teachingcommons.cdl.edu/tk/index.html>)

The CSU Transitional Kindergarten Community is a community for CSU faculty and educators across California preparing educators for Transitional Kindergarten programs and involved in the state's Transitional Kindergarten practices and policies. The Community is part of a CSU system-wide project supported by the David and Lucile Packard Foundation. The goals of the project are: (a) to develop developmentally appropriate preparation approaches that equip future Transitional Kindergarten teachers with the expertise needed to teach young children effectively and (b) to share with educators and organizations involved in in-service preparation of current teachers and administrators for Transitional Kindergarten in order to enhance the success of the work of each entity.

Digital Chalkboard (<https://www.mydigitalchalkboard.org/>) (previously known as Brokers of Expertise)

The Digital Chalkboard supports an online community of California public and district educators to collaborate through group participation and discussions and provides access to educational classroom and administrative resources. Users share instructional practices through links, video, pictures, or documents, allowing other teachers to replicate similar innovations in their classrooms. The Web site hosts the CDE CCSS Professional Development Modules. The system is supported through annual K–12 High Speed Network funds.

National Federation of the Blind (<https://nfb.org/>)

The National Federation of the Blind provides information about teaching students who are blind.

National Instructional Materials Access Center (<http://www.nimac.us/>)

The National Instructional Materials Access Center provides digital files in multiple formats including braille files and DAISY files which are accessible by students who are blind.

The Partnership for 21st Century Skills (<http://www.p21.org/>)

A national organization that advocates 21st century readiness skills for every student and provides tools and resources incorporating the 4Cs into education (critical thinking and problem solving, communication, collaboration, and creativity and innovation).

School Libraries

American Association of School Librarians (ALA) (<http://www.ala.org/aasl/>)

The ALA provides advocacy resources for librarians and library users. One resource is an annual list of “The Best Web Sites for Teaching and Learning” which honors Internet sites that provide enhanced learning and curriculum for school librarians and their teacher collaborations. They also produce the “Best Apps for Teaching and Learning” which honors apps of exceptional value to inquiry based teaching and learning.

CDE School Libraries (<http://www.cde.ca.gov/ci/cr/lb/index.asp>)

This CDE Web page provides information on California’s Model School Library Standards, including an alignment document with the CCSS for ELA, improving school libraries in California, and library funding.

Courses of Study

CDE Career Technical Education Model Curriculum Standards (<http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp?print=yes>)

This Web page provides information about the CTE Model Curriculum Standards, adopted in January 2013, that are designed to prepare students to be both career- and college-ready.

CDE Elementary School Resources (<http://www.cde.ca.gov/ci/gc/em/index.asp>)

This Web page includes links to various resources about elementary education in California.

CDE Gifted and Talented Education (GATE) (<http://www.cde.ca.gov/sp/gt/gt/>)

This Web page provides information about the purpose of the GATE program, requests for applications and application renewal dates, principal apportionment calculations, Advanced Placement, and International Baccalaureate programs.

CDE State Minimum Course Requirements (<http://www.cde.ca.gov/ci/gc/hs/hsgmin.asp>)

This Web page lists state-level course requirements for high school graduation in California.

UC Curriculum Integration (UCCI) (<http://ucci.ucop.edu/about/index.html>)

The UCCI program is dedicated to supporting California high schools as the work to ensure that more students are prepared for success in college and career. The UCCI program focuses on assisting high schools with the development of career technical education courses that also meet UC’s criteria for fulfilling the “a–g” subject requirements for admission to UC and the California state universities. This Web page provides links to UC-approved UCCI courses available for any high school in California to teach.

Statewide Accountability

Testing and Accountability Web Page (<http://www.cde.ca.gov/ta/>)

This Web page provides links to information about various elements of the statewide accountability system, including the CAHSEE, the CAASPP, the STAR program, and statewide interventions.

DataQuest (<http://dq.cde.ca.gov/dataquest/>)

Dataquest is a resource for state, county, district, and school-level reports. It provides information on a variety of topics, including test scores, enrollment figures, and school staffing.

Federal Accountability

Elementary and Secondary Education Act (<http://www.cde.ca.gov/ndlb/>)

This Web page provides links to state and federal resources about the requirements of the Elementary and Secondary Education Act (The No Child Left Behind Act of 2001).

Title I, Part A (<http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>)

This Web page provides information about Title I, Part A federal funds and how to meet the educational needs of low-achieving students in California's highest-poverty schools.

Title III (<http://www.cde.ca.gov/sp/el/t3/>)

This Web page provides information about language instruction for limited-English-proficient and immigrant students.

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Glossary of Selected Terms

African American English (AAE). (AKA African American Vernacular English [AAVE]) A dialect of American English used by many African Americans in certain settings and circumstances. Like other dialects of English, AAE is a regular, systematic language variety that contrasts with other dialects in terms of its grammar, pronunciation, and vocabulary (Center for Applied Linguistics).

alphabetic principle. In alphabetic writing systems, graphemes represent phonemes; in other words, printed letters and letter combinations represent individual sounds of spoken language.

alternative educational programs for English learners (see below).

Developmental Bilingual Education (DBE). Also referred to as *maintenance bilingual education* and *late-exit bilingual education*, is an enrichment form of dual language education that uses English learners' home language and English for literacy and academic instruction throughout the elementary grade levels and, whenever possible, school as well.

Dual Language Immersion Program. (AKA two-way bilingual education) Provides integrated language and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. In dual language immersion programs, language learning is integrated with content instruction.

Transitional Bilingual Education Program. This program, also sometimes referred to as early-exit bilingual education, provides academic instruction in the ELs home language as they learn English. As students acquire oral English proficiency, the language of academic subjects gradually shifts from the students' home language to English.

automaticity. The ability to recognize a word (or series of words) in text effortlessly and rapidly.

base words. A free morpheme (one that can stand alone in word formation), usually of Anglo-Saxon origin, to which affixes can be added.

blending. To combine individual units of sound (e.g., syllables, onsets and rimes, and phonemes) into a single word or utterance.

Chicana/Chicano English. An ethnic dialect that children acquire as they acquire English in ethnic social settings during their language acquisition period. Chicana/Chicano English is to be distinguished from the English of second-language learners. Chicana/Chicano English is an independent, systematic, and rule governed language variety that bilingual and/or bidialectal people can and do choose to use, based on the context in which they find themselves. (See chapter 9 on access and equity of this *ELA/ELD Framework* for supporting details and description.)

cognates. Cognates are words in two or more different languages that are the same or similar in sound and/or spelling and that have similar or identical meanings, e.g., *democracy* in English and in Spanish *democracia*.

connecting words and phrases. Connecting words and phrases signal how different parts of a text are linked. In narratives and other text types organized by time or sequences of events, temporal connectives (e.g., *first, next, after awhile, the next day*) are often used. In text types organized around ideas, such as arguments and explanations, connectives may be used in various ways, such as: to show relationships between ideas (e.g., *on the contrary, for example*); to organize events or sequence ideas (e.g., *previously, until that time, first of all, to conclude*); or to add information (e.g., *in addition, furthermore*). (CA ELD Standards Glossary of Key Terms)

context. Context refers to the environment in which language is used, including disciplinary area, topic, audience, text type, and mode of communication.

contrastive analysis. The Contrastive Analysis Hypothesis posits that by contrasting the features of two languages, the difficulties that a language learner might encounter can be anticipated. (Crystal 2003; Fries 1952)

cross-linguistic transfer. The application of first language skills and knowledge to similar domains in the second language.

culturally responsive teaching. The use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. Culturally and linguistically responsive instruction validates and affirms the home language and culture of students.

Deaf. Individuals who consider themselves members of a cultural and linguistic minority and who use American Sign Language as their primary language.

decodable texts. Reading materials designed to prompt beginning readers to apply their increasing knowledge of phonics and practice full alphabetic decoding to identify words. In decodable texts, 75–80 percent of the words consist solely of previously taught spelling-sound correspondences and the remaining 20–25 percent of the words are previously taught high-frequency irregularly spelled words and story or content words. (Note: In kindergarten and early grade one, some words are temporarily irregular because the spelling-sound correspondences have not yet been taught. Examples are *she, me, and my*.) What is considered decodable text expands in accordance with new learning.

decoding. A series of strategies used selectively by readers to recognize and read written words. The reader locates cues (e.g., letter-sound correspondences) in a word that reveal enough about it to help in pronouncing it and attaching meaning to it.

Depth of Knowledge (DOK). Depth of Knowledge is the degree of understanding a student needs to respond to an assessment item. Norman Webb describes four DOK progressive levels as recall, skills, strategic thinking, and extended thinking.

designated English language development instruction. A protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build *into and from content instruction* in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

disciplinary literacy. The use of reading, reasoning, investigating, speaking, and writing required to learn and form complex content knowledge appropriate to a particular discipline. (McConachie & Petrosky, 2010)

domain-specific words and phrases. Vocabulary specific to a particular field of study (domain).

encoding. Transferring oral language into written language. Encoding is a process by which students segment sounds of a word (phonemes), translate each phoneme into its corresponding orthographic symbol (letter or letters), and then spell the word. Accurate encoding requires knowledge of predictable sound-symbol correspondences and phonic generalizations (spelling rules).

English Language Mainstream (ELM). A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to English language development instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

English learner/English language learner. English learner means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP child. (*Education Code [EC] Section 306*) (See chapter 9 on access and equity of this *ELA/ELD Framework* for further details.)

etymology. The study of the history of words.

evidence. Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

explicit instruction. The intentional design and delivery of information by the teacher to the students. It begins with (1) the teacher's modeling or demonstration of the skill or strategy; (2) a structured and substantial opportunity for students to practice and apply newly taught skills and knowledge under the teacher's direction and guidance; and (3) an opportunity for feedback.

expanded learning. Refers to before and after school, summer, and intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded learning programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year.

expository text. A traditional form of written composition that has as its primary purpose the communication of details, facts, and discipline- or content-specific information.

fluency. The apparently effortless written or spoken expression of ideas; reading fluency consists of accuracy, appropriate rate, and prosody (that is expression, which includes rhythm, phrasing, and intonation); freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading.

formative assessment. A deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/goals. (Smarter Balanced Assessment Consortium)

full alphabetic decoding. Utilizing all spelling-sound correspondences in a phonetically regular word (and blending them) to identify the word.

general academic words and phrases. Vocabulary that is found across text types, particularly in written texts that provide more nuanced or sophisticated ways of expressing meaning than everyday language (e.g., devastation, reluctance, significantly, misfortune, specificity); in the CA CCSS for ELA/Literacy, general academic words and phrases are analogous to Tier Two words and phrases.

genre. A term used to classify literary works, such as novel, mystery, historical fiction, biography, short story, or poetry.

gradual release of responsibility. The gradual release of responsibility model of instruction requires a progression from teacher modeling that shifts from the teacher assuming all the responsibility for performing a task to where the students assume responsibility. (Duke and Pearson 2002)

grapheme. The smallest part of written language that represents a phoneme in the spelling of a word. A grapheme may be just one letter, such as b, d, f, p, s or several letters, such as ch, sh, th, -ck, ea, -igh.

graphic organizer. A visual representation of facts and concepts from a text and their relationships within an organized frame.

inference. The process of arriving at a conclusion that cannot be derived directly from a text.

informational text. Text that has as its primary purpose the communication of technical information about a specific topic, event, experience, or circumstance. Informational text is typically found in the content areas (e.g., science, history–social science).

integrated English language development. English language development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.

learning center or station. A location within a classroom in which students are presented with instructional materials, specific directions, clearly defined objectives, and opportunities for self-evaluation.

limited English proficient. An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; ii(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual (i) the ability to meet the State's proficient level of achievement on State Assessments described in section 1111 (b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (Elementary and Secondary Education Act [ESEA] Section 9101[25], U.S. Department of Education 2010, 20).

long-term English learner. An English learner who is enrolled in any of grades 6–12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to *EC* Section 60810, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to *EC* Section 60640, or any successor test.

metacognitive. Higher order thinking that enables understanding; awareness of one's own knowledge and thinking and ability to understand, control, and manipulate one's own cognitive processes. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature.

modality. Refers to the degree of ability, necessity, obligation, prohibition, certainty, or possibility of an action or situation. Understanding of modality allows speakers and writers to temper statements, give information about the degree of obligation or certainty of a situation or idea, or express the degree to which we are willing to entertain other possibilities may be considered. (CA ELD Standards Glossary of Key Terms)

morpheme. A linguistic unit of relatively stable meaning that cannot be divided into smaller meaningful parts; the smallest meaningful part of a word.

Multi-Tiered System of Supports (MTSS). A framework to provide all students with the best opportunities to succeed academically and behaviorally in school.

newcomer. Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries. (See page 544, Chapter 6, for a more detailed description.)

nominalization. The process of creating a noun or noun phrase from another part of speech or condensing large amounts of information (e.g., an event or concept) into a noun or noun phrase. (CA ELD Standards Glossary of Key Terms)

nouns and noun phrases. Nouns and noun phrases represent people, places, things, or ideas. A noun phrase includes a noun (e.g., *ball*) plus its modifiers, including articles (e.g., *the ball*) and adjectives (e.g., *the blue ball*). (CA ELD Standards Glossary of Key Terms)

onset and rime. Intersyllabic units. The *onset* is the portion of the syllable that precedes the vowel (e.g., in the word *black* the onset is *bl*). The *rime* is the portion of the syllable that contains the vowel sound and consonants that follow (e.g., in the word *black* the rime is *ack*). Although not all syllables or words have an onset, all do have a rime (e.g., the word or syllable *out* is a rime without an onset).

orthography. The written system of a language, including correct spelling, according to established usage.

pedagogy. The science and art of teaching.

phonemes. The smallest units of speech that distinguish one utterance or word from another in a given language (e.g., the /r/ in *rug* or the /b/ in *bug*).

phonemic awareness. The ability to detect and manipulate the smallest units of sound (i.e., phonemes) in a spoken word.

phonics. A system of teaching reading and spelling that stresses the systematic relationship between symbols and sounds and the application of this knowledge to decoding words.

phonological awareness. A broad skill that includes identifying and manipulating units of oral language, including syllables, onsets and rimes, and phonemes.

plagiarism. Imitating the language or copying the words and/or thoughts of another without crediting the original author.

prewriting. The initial creative and planning stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways in which to organize a piece of writing.

primary language. The first language a child learns to speak (*EC* Section 52163 [4] [g]). Primary language is a language other than English that is the language the pupil first learned or the language that is spoken in the pupil's home.

print concepts. Insights about the ways in which print works. Basic concepts about print include identification of a book's front and back covers and title page; directionality (knowledge that, in English, readers and writers move from left to right, top to bottom, front to back); spacing (distance used to separate words); recognition of letters and words; connection between spoken and written language; understanding of the function of capitalization and punctuation; sequencing, and locating skills.

print-rich environment. An environment in which students are provided many opportunities to interact with print and an abundance and variety of printed materials are available and accessible. Students have many opportunities to read and be read to.

proficiency level descriptors (PLDs). PLDs provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging.

Emerging. Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding. Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging. Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

project based learning (PBL). An extended process of inquiry in response to a complex question, problem, or challenge. Projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st century skills (such as collaboration, communication, and critical thinking), and create high-quality, authentic products and presentations.

prosody. The defining feature of expressive reading and combines all of the variables of timing, phrasing, emphasis, and intonation that speakers use to help convey aspects of meaning and to make their speech lively.

reading comprehension. The ability to apprehend meaning from print and understand text. At a literal level, comprehension is the understanding of what an author has explicitly stated or the specific details provided in a text. At a higher-order level, comprehension involves reflective and purposeful understanding and inference making that is thought-intensive, analytic, and interpretive.

rebus. A mode of expressing words and phrases by using pictures of objects whose names resemble those words.

reciprocal teaching. An instructional activity in which students become the teacher in a small group. Teachers model then help students guide group discussions using four strategies: summarizing, questioning, clarifying, and predicting. Reciprocal teaching encourages students to think about their own thought process, to be actively involved, monitor their comprehension as they read, and learn how to ask questions.

register. Refers to variation in the vocabulary, grammar, and discourse of a language to meet the expectations of a particular context. A context can be defined by numerous elements, such as audience, task, purpose, setting, social relationship, and mode of communication (written versus spoken). Specific examples of contextual variables are the nature of the communicative activity (e.g., talking with someone about a movie, persuading someone in a debate, or writing a science report); the nature of the relationship between the language users in the activity (e.g., friend-to-friend, expert-to-learner); the subject matter and topic (e.g., photosynthesis in science, the Civil War in history); and the medium through which a message is conveyed (e.g., a text message versus an essay). (CA ELD Standards Glossary of Key Terms)

revising. A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to editing, a larger-scale activity often associated with the overall content and structure of a text.

Response to Intervention (RtI) (aka RtI²). Response to intervention, or response to intervention and instruction, integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems.

root word. A morpheme, usually of Latin origin in English, that cannot stand alone but that is used to form a family of words with related meanings. (Mbats, 2000)

scaffolding. Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

schema. A reader's organized knowledge of the world that provides a basis for comprehending, learning, and remembering ideas in stories and texts.

self-monitoring. A metacognitive behavior by which students actively attend to their understanding of text. Self-monitoring includes the conscious effort to use decoding and comprehension strategies when students are aware they are experiencing difficulty.

sentence types.

Declarative – a sentence that makes a statement.

Exclamatory – a sentence that makes a vehement statement or conveys strong or sudden emotion.

Imperative – a sentence that expresses a command or request.

Interrogative – a sentence that asks a question or makes an inquiry.

shades of meaning. Created by using various language resources, including vocabulary, figurative language, phrasing, using dependent clauses to begin sentences in order to emphasize something, etc. For example, vocabulary can be used to evaluate (e.g., *Misty* was a stubborn horse) or express degree or intensity (e.g., It's very likely that . . . , It was an extremely gloomy room). In addition, phrases and clauses can be used to create nuances or precision and to shape how the message will be interpreted by readers/listeners.

sight vocabulary/sight words. Words that are read automatically on sight because they are familiar to the reader. They may be words that are taught as wholes because they are irregularly spelled or because the spelling-sound correspondences have not yet been taught. The term also may refer to regularly-spelled words that have been decoded enough times that they are now recognized with little conscious effort (i.e., by sight).

source. A text used largely for informational purposes, as in research.

standard English. The most widely accepted and understood form of expression in English in the United States; used in the CCSS to refer to formal English writing and speaking; the particular focus of Language Standards 1 and 2.

Standard English learners (SELS). Native speakers of English who are ethnic minority students (e.g., African American, Native American, Southeast Asian American, Mexican American, and Native Pacific Islander) and whose mastery of the "standard English language" that is used in schools is limited. SELs use an ethnic-specific dialect of English in their homes and communities and use Standard English in limited ways in those communities. (LeMbine 1999, Okoye-Johnson 2011)

story grammar. The important elements that typically constitute a story. In general the elements include plot, setting, characters, conflict or problem, attempts or resolution, twist or complication, and theme.

Structured English Immersion (SEI). "Sheltered English " or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. (EC Section 306)

structured/guided practice. A phase of instruction that occurs after the teacher explicitly models, demonstrates, or introduces a skill or strategy. In this phase students practice newly learned skills or strategies under teacher supervision and receive feedback on performance.

summative assessment. Measures of students' progress toward and attainment of the knowledge and skills required to be college- and career-ready. Accurately describes both student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems. Assessments should be valid, reliable, and fair. (Smarter Balanced Assessment Consortium)

syllabication. The division of words into syllables, the minimal units of sequential speech sounds composed of a vowel sound or a vowel-consonant combination.

syllable. A unit of speech consisting of one uninterrupted vowel sound which may or may not be flanked by one or more consonants; uttered with a single impulse of the voice.

syntax. The study of the rules and patterns for the formation of grammatical sentences and phrases.

systematic instruction. The strategic design and delivery of instruction that examines the nature of the objective to be learned and selects and sequences the essential skills, examples, and strategies necessary to achieve the objective by (1) allocating sufficient time to essential skills; (2) scheduling information to minimize confusion on the part of the learner; (3) introducing information in manageable and sequential units; (4) identifying prerequisite skills and building on prior knowledge of the learner; (5) reviewing previously taught skills; (6) strategically integrating old knowledge with new knowledge; and (7) progressing from skills in easier, manageable contexts to more complex contexts.

technical subjects. A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music. (CCSS Glossary)

text complexity. The inherent difficulty of a text combined with consideration of reader and task variables; in the CCSS, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.

text complexity band. A range of text difficulty corresponding to grade spans within the CCSS; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–College and Career Readiness.

text features. Structural items used to organize content and support comprehension, including print features, graphic aids, information aids, and organization aids. Examples of text features include titles, headings, margin notes, charts, diagrams, hyperlinks, icons, photographs, bold/color print, boxed texts, glossaries, and maps.

textual evidence. See evidence.

Universal Design for Learning (UDL). A set of principles for curriculum development that give all individuals equal opportunities to learn.

verb tenses. Verb tenses (present, past, future, simple, progressive, and perfect) help to convey time relationships, status of completion, or habitualness of an activity or state denoted by the verb (e.g., *she **ran** yesterday; she **runs** every day; she **will run** tomorrow; she **has been running** since she was in college*). (CA ELD Standards Glossary of Key Terms)

word analysis. Refers to the process used to decode words, progressing from decoding of individual letter-sound correspondences, letter combinations, phonics analysis and rules, and syllabication rules to analyzing structural elements (including prefixes, suffixes, and roots). Advanced word-analysis skills include strategies for identifying multisyllabic words.

word recognition. The identification and subsequent translation of the printed word into its corresponding sound, leading to accessing the word's meaning.

writing as a process (or process writing). The process used to create, develop, and complete a piece of writing. Depending on the purpose and audience for a particular piece of writing, students are taught to use the stages of prewriting, drafting, revising, editing, and publishing.

writing types and purposes (text types). Three major types of writing are identified in the CCSS:

Argument/Opinion.¹ A reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. Students make claims about the worth or meaning of a literary work or words and defend their interpretations or judgments with evidence from text. In grades K–5, the term opinion refers to this developing form of argument.

Informational/Expository. This writing conveys information accurately and serves one or more closely related purposes: to increase reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

Narrative. This writing conveys experience, either real or imaginary, and uses time as its structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain.

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1 In the CCSS, argument and opinion are the identified writing types. Although the purposes of argumentative and persuasive writings are similar, such as to convince others to support a position or policy, the two types of writings are often motivated by different purposes. Persuasive texts often make claims that are not always substantiated, often appeal to the audience's emotions, and may not take opposing views into account. Argumentative writing is focused on substantiated claims that appeal to logical reasoning and evidence, appeal to the writer's credibility, and present opposing counterclaims or rebuttals.

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Meaning Making

Language Development

Effective Expression

CA CCSS for ELA/Literacy
Reading, Writing, Speaking & Listening, and Language
CA ELD Standards
in All Disciplines

Content Knowledge

Foundational Skills

Readiness for College, Careers, & Civic Life
Motivating
Integrated

Capacities of Literate Individuals
Engaging
Respectful

Intellectually Challenging
21st Century
Broadly Literate