

English Language Arts/English Language Development (ELA/ELD) Framework Webinar Series

Session #6: Effective Expression

February 13, 2024



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

ELA/ELD Framework Webinar Series: Purposes and Goals

- Recenter the *ELA/ELD Framework* as our primary guide for language and literacy policy and practice.
- Share knowledge about key content in the *ELA/ELD Framework*.
- Establish a foundation for successful and sustained implementation of the practices and systems promoted in the *ELA/ELD Framework*.

Recentering California's ELA/ELD Framework Webinars Series 2023–24

- September 26: Overview
- October 10: Foundational Skills
- November 14: ELD and Multilingual Programs
- December 12: Language Development
- January 9: Meaning Making
- February 13: Effective Expression
- March 12: Content Knowledge
- April 9: Assessment & Intervention
- May 14: Systems & the California Literacy Roadmap

Agenda

1. Welcome and Opening Remarks
2. Effective Expression Theme: Overview
3. Effective Expression in Elementary School
4. Effective Expression in Middle and High School
5. Effective Expression Theme: Explore and Discuss
6. Closing & Next Steps

Outcomes

- Understand the “big ideas” of the Effective Expression theme in the *ELA/ELD Framework*.
- Identify sections in the *ELA/ELD Framework* that guide effective expression instruction in grades TK–12.
- Determine next steps for using the *ELA/ELD Framework* to expand knowledge and enhance practices to support students’ effective expression.

Guiding Questions

During the session, think about the following questions, and take notes, as needed.

1. What is resonating with you? What are you excited to hear?
2. What are some key points everyone you work with should know about? What do you want to remember?
3. What questions do you have?

Webinar Series Developers



Dr. Hallie Yopp



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State Superintendent's Welcome



Tony Thurmond
State Superintendent
of Public Instruction

Effective Expression Theme: Overview



The ELA/ELD Framework is ...

California's Conceptual Model for Comprehensive and Integrated Literacy

[Link to Long Description](#)

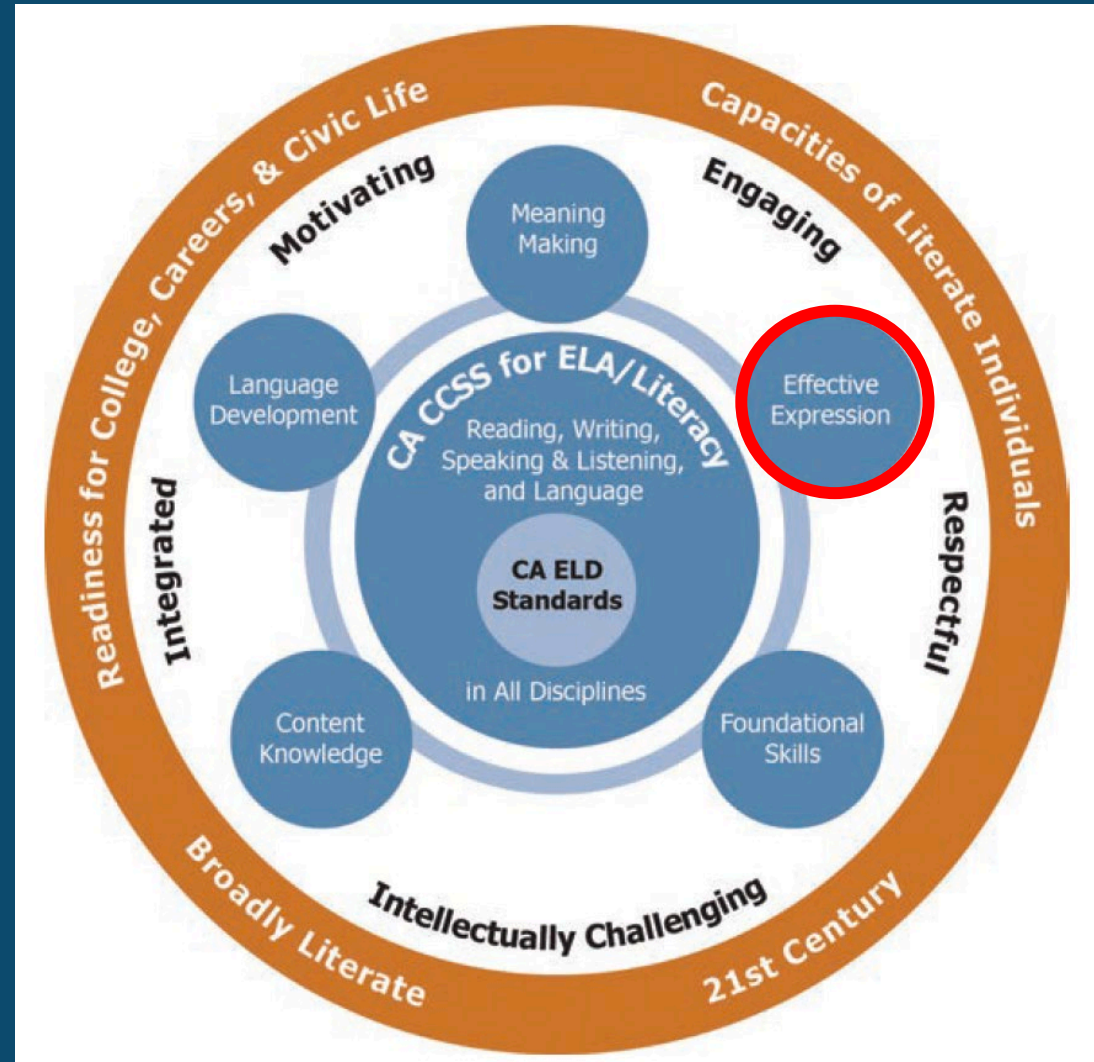


Figure 2.1 The ELA/ELD Framework Circles of Implementation

Effective Expression Theme: A Concrete Example

Human Impact on Climate Unit

1. Write an argument, in the style of an Op-Ed article, recommending a state or federal policy related to a climate change issue you've researched.
2. Then, write and orally present a speech, in the style of a TED Talk, based on your argument.

What does a student need to learn to effectively express themselves in these two assignments?

What you may have noted

- Knowledge about climate change and state and federal policies
- How to do research, read analytically, and talk through ideas
- How to develop their own positions and perspectives
- How to write an effective argument (claims-evidence-reasoning, text structure and organization, register awareness, rhetorical devices and language resources, etc.)
 - How to write an effective Op-Ed
 - How to write an effective TED Talk (oral presentation)
- How to deliver an effective TED Talk (oral presentation)

What sometimes happens

- A big investment in reading articles, viewing videos, and doing research
- A missed opportunity to analyze texts for effectiveness
- A smaller investment in student-led academic discussions
- A smaller investment in specific expectations for crafting effective written and oral arguments



Effective Expression: The Big Picture

Effective expression theme's big areas of focus in the *ELA/ELD Framework*:

- Writing
- Discussing
- Presenting
- Using Language Conventions

Effective expression happens through the reciprocal nature of reading, writing, discussing, presenting, signing, visual communication, body language, and more.

Effective Writers Analyze Effective Writing

“[T]he best way to learn to write is by reading. Reading critically, noticing paragraphs that get the job done, how your favorite writers use verbs, all the useful techniques. A scene catches you? Go back and study it. Find out how it works.”

– Tony Hillerman

Writing: Analysis and Application

Students learn how to write by analyzing mentor texts:

- Identifying what an author says, how they are saying it, and what their goal is
- Exploring how authors organize their texts and use specific language to achieve their goals
- Discussing their analyses with peers and teachers to express and expand their thinking

Students learn how to write through writing:

- Writing in different genres (e.g., argument) and sub-genres (e.g., Op-Ed)
- Consciously and intentionally choosing language and rhetorical devices
- Discussing (getting and giving) feedback using explicit criteria for success
- Reflecting on and revising their own texts

Supporting Writing through Integrated and Designated ELD

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, reluctant*) 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.

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*)

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

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.

challenging, the teacher guides them to generate simple or 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.

From chapter 2, pp. 100 and 113

The Special Role of Discussion

Educators ...

- Provide daily and frequent opportunities for students to engage in discussions;
- Teach students how to engage in discussion by modeling, providing feedback, and guiding students to reflect on and evaluate their own participation in discussions;
- Plan and prepare discussion questions that promote extended conversations and critical thinking;
- Consider the physical environment of the classroom and establish routines for interaction;
- Provide scaffolds, such as sentence starters/frames or formulaic expressions;
- Ensure flexible grouping and structures for group work for equitable participation.

Scaffolding for discussions is key

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)

See chapter 2, p. 86, figure 2.15. Structures for Engaging All Students in Academic Conversations

Supporting Discussions through Integrated and Designated ELD

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, 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.

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,*

- 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)

From chapter 2, pp. 110 and 101

Effective Expression in Elementary School



[Link to Long Description](#)

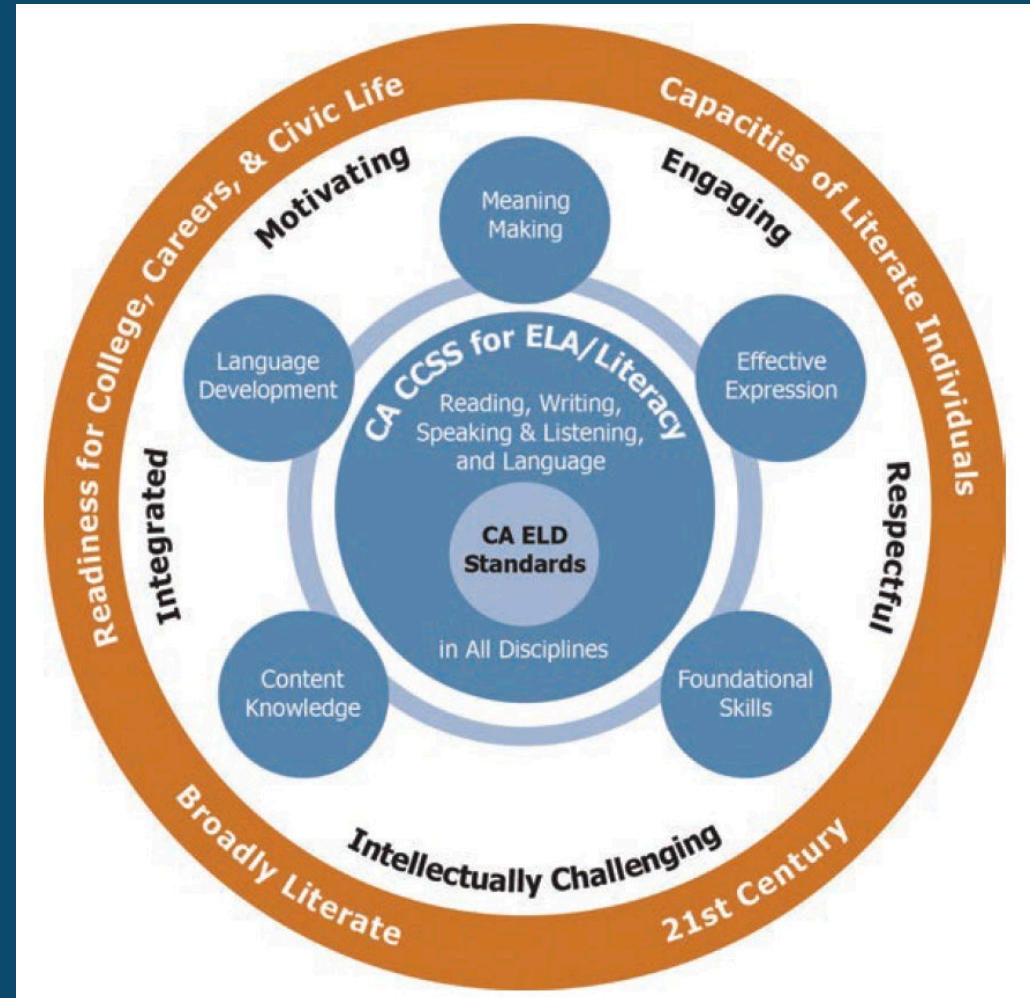


Figure 2.1 The ELA/ELD Framework Circles of Implementation

Reading: The Author's Craft

Students examine the author's craft as they engage with text.

Attention is given to how authors

- Use language
- Text structures
- Images

For different purposes

- Convey information
- Entertain
- Evoke responses
- Influence readers

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.

Reading: Fluency

- Teachers model, varying pace and using expression.
- Children have regular opportunities to read aloud, individually and chorally after rehearsal. Reading aloud is a joyful, community-building process.

Writing

"Students should develop an early foundation in writing..."
(p. 6)

"...students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and self-expression." (p. 6)

Recommendations from the Report

- Provide daily time for students to write.
- Teach students to use the writing process for a variety of purposes.
- Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
- Create an engaged community of writers.

Teaching Elementary School Students to Be Effective Writers (Graham and others, 2012)

Resources in the Framework

Figure 3.21. Kindergarten Writing Sample

Annotation

- The writer of this piece
 - establishes a situation by naming a place.
 - Describes several basic events and the order in which they occurred.
 - Provides a reaction to what happened.
 - Offers a series of details.

Notes

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.

Figure 3.11. 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.

"Meowoooooooooo!" 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 dazzling 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.

When? Glad that's over! I thought.

I walked upstairs and took my seat in . . .

"Yes, Miller! Something smells like catnip away! Pleaseeeeee!" Zane whined.

"Oh, sure! We could all use some fresh respond.

"Meowooooo!" I screamed.

When the teacher opened the window . . .

"It's a cat attack!" Meisha screamed.

Everyone scrambled on top of their desks obsessed with cats.

"Awww! Look at all the fuzzy kitties! They're sooo cute!" Mrs. Miller, can I pet them? Cade asked, adorably.

"Only not Pet whichever one you want

"Thank! Okay, kitties, which one of you cats. None of them answered. They were . . .

"Oh, hi!" I stammered.

"Meow!" The recess bell rang. Every Out at recess, Lisa and I played on the "Hey! Look over there!" Lisa shouted. Luckily, Zane's cat, Buddy, was preening. He ran up to me and rubbed on my legs. I noticed.

"Hey Cade! Catch!"

Cade grabbed the shoes and slipped in . . .

The cats changed directions and headed "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 roller coaster zooming past the crowded line that was waiting for their turn . . .
 - When? 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, 21–28. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington, DC.

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 artists' 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 the 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,

Writing examples with annotations

Snapshots & Vignettes

Discussing

Research recommendations:

- Select compelling texts.
- Prompt thinking with higher-order questions.
- Ask follow-up questions.
- Have students lead structured small-group discussions.

Improving Reading Comprehension in Kindergarten Through 3rd Grade

(Shanahan and others, 2010)

Resources in the Framework

“Frequent, daily verbal interaction is critical for all learners to develop communicative competence and for ELs to progress along the ELD continuum” (p. 301).

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 farther. Tell a neighbor more about what Iris 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 _____.

Figure 5.12. Discussant Roles in Literature Circles

Summarizer	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.
Discussion Director	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.

Reading-Writing-Discussing

Contributors to comprehension:

- Writing an extended response to a text
- Writing a summary about a text
- Taking notes about a text
- Receiving writing instruction
- Increasing the amount of writing
- High-quality discussions

Presenting

"Even in the earliest grades, children begin to build the skills needed for the effective presentation of knowledge and ideas..." (*ELA/ELD Framework*, p. 147)

- Requires use of more formal language than discussion
- Heightened awareness of audience
- Preparation
- Should be a safe and affirming experience; choice
- May include sharing/"show and tell" of special objects, photographs, songs or poetry; wordless picture books; retellings, how to explanations; Readers Theater, spoken word
- May be recorded and shared virtually
- Multimedia presentations
- Multilingual presentations



Language Conventions

Encoding

- Spelling
 - L.K-5.2
- Printing and Cursive
 - L.K-1.1
 - L.3-4.1



Effective Expression in Middle and High School



Writing (1)

“Effective writing—writing that is appropriate to the task, purpose, and audience—is the result of instruction, practice, and feedback.”
(p. 524)

“The 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.”
p. 687, *Framework for Success in Postsecondary Writing* (CWPA, NCTE, & NWP, 2011)

Writing (2)

Importance of

- Writing in response to text, often multiple texts
- Analyzing effectiveness of author's use of language, text structure, rhetorical devices (*ethos, pathos, logos*), and more
- Using mentor text(s)
- Collaborating, discussing, and giving and receiving feedback
- Frequently writing formally and informally—volume of writing

Writing Research

1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.
2. Integrate writing and reading to emphasize key writing features.
3. Use assessments of student writing to inform instruction and feedback.

Teaching Secondary Students to Write Effectively (Graham and others, 2016/2019)

Elements of Effective Adolescent Writing Instruction (Figure 6.5, p. 524)

1. Writing strategies	6. Sentence combining
2. Summarization	7. Prewriting
3. Collaborative writing	8. Inquiry activities
4. Specific product goals	9. Process writing approach
5. Word processing	10. Study of models
	11. Writing for content learning

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools (Graham and Perin, 2007)

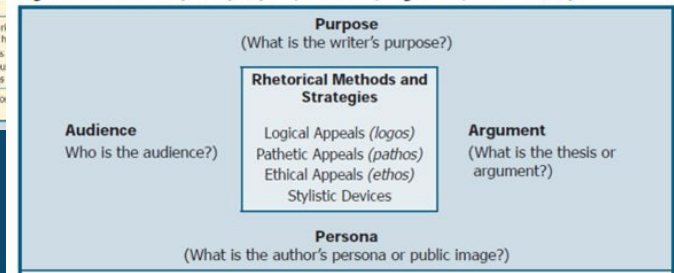
Writing Resources

Framework Resources

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.	- men and women in slavery - all people, humanity
His voice is the voice of a man .	- the slave's voice - all people, humanity
and his cry is the cry of a man in distress .	- 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 .	- slave owners or people who support/don't fight against slaves - the cry of th in distress
It is the righteousness of the cause—the humanity of the cause—	- linking the ri cause with h - the cause is - the righteous what makes
which constitutes its potency .	- the power o slavery)

Figure 7.26. PAPA Square (Purpose, Audience, Argument, and Persona)



Other Resources

High Impact Strategies Toolkit to Support Students in ERWC Classrooms

- Discovering What You Think
- Composing a Draft
- Revising Rhetorically
- Editing

Discussing

Framework Resources

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)	
Primary drawback	
Purposes for use	
Teacher role(s)	
Appropriate student roles	
Source	Adec, Mary, and Elja Rougle <i>Developing Critical Read</i>

Figure 6.12. Small-Group Roles for Nonfiction Discussions

Role	Description
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>How will you involve other participants in the discussion? 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 text.</p> <p>Your job is including a including a have learn text remind of the read number) of possible, at</p> <p>How will I Find out if I could you c or learning</p>
Questioner	<p>Good read confused</p>

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.

Other Resources

High Impact Strategies Toolkit to Support Students in ERWC Classrooms

- Discussion Norms
- Academic Discussion

pp. 559–561, 592, and 692

Presenting

California emphasis in ELA & ELD Standards

- SL.6-12.4 Present claims and findings (6–8)
...information, findings, and supporting evidence (9–12)
- SL.6-12.5 Include/integrate multimedia and visual displays (6–8)
...make strategic use of digital media (9–12)
- ELD.PI.6-12.9 Plan and deliver oral presentations and reports

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

- ELA Standards: Command of the conventions of grammar and usage (L.6–12.1) and capitalization, punctuation, and spelling (L.6–12.2)
- Best developed in context through frequent practice, teacher feedback, and editing
- Varies as appropriate for the purpose, audience, task/argument, author's persona, and genre expectations

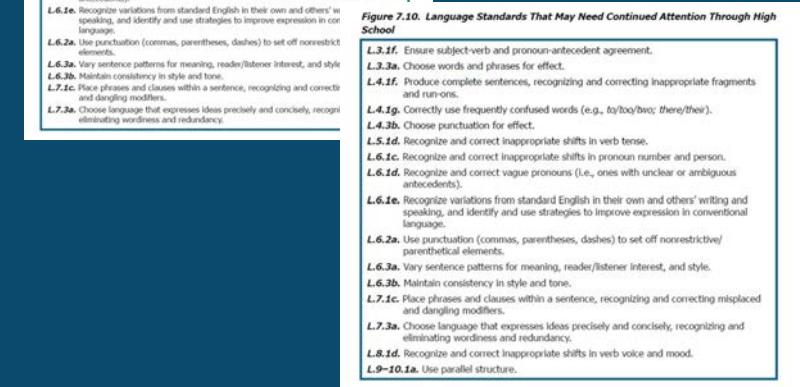
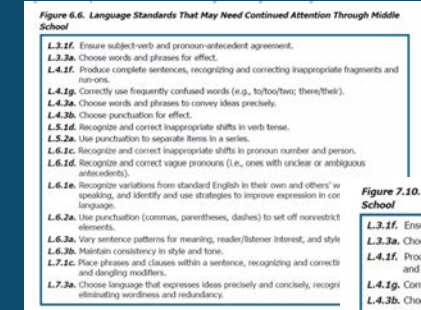


Figure 6.6, p. 529

Figure 7.10, p. 696

Effective Expression Theme: Explore and Reflect



Review

- Session 6 Guidance Document: Effective Expression

[Link to Long Description](#)



Figure 2.1 The ELA/ELD Framework Circles of Implementation

Questions and Answers



Closing & Next Steps

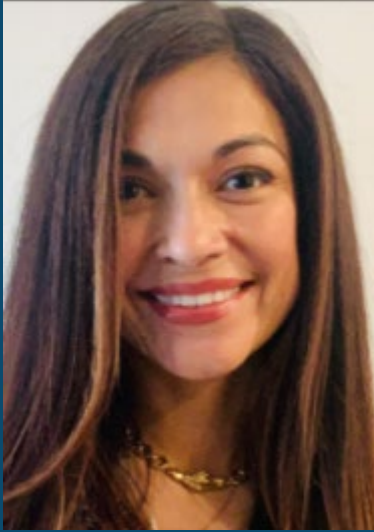


Recentering California's ELA/ELD Framework

Upcoming Webinars: 3:30–4:45 p.m.

- March 12: Content Knowledge
- April 9: Assessment & Intervention
- May 14: Systems for Implementation & the California Literacy Roadmap

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Thank you!

CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

Circles of Implementation Long Description

The outer ring: Overarching goals

- Readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired the skills for living and learning in the 21st century

Inner field: Context in which instruction occurs:

- Integrated
- Motivating
- Engaging
- Respectful
- Intellectually challenging

Circles of Implementation Long Description (2)

Orbiting the center: Key Themes of the ELA/Literacy Standards

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

Center:

- CA CCSS for ELA/Literacy
- CA ELD Standards

[Return to slide 10](#)

[Return to slide 22](#)

[Return to slide 43](#)