

Figure Collection
of the
**English Language Arts/
English Language
Development Framework
for California Public Schools
Kindergarten Through
Grade Twelve**

Chapter 3 – Chapter 7

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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*.)

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.)

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?

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

General Academic Vocabulary	Complex Grammatical Structures
<p>encountered impress passion slightest delighted rejoiced scarcely piteously inquiries</p>	<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)

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 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.

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>
<p>*The six syllable types in written English are described in chapter 4.</p> <p>**The number of phonemes in English identified by linguists varies depending upon the phonetic description used (Moats 2000).</p>		

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
/ĕ/	echo, red	/l/	lip, fall
/ī/	island, light	/m/	mother, home
/ĭ/	in, sit	/n/	nose, on
/ō/	oatmeal, bone	/p/	pencil, pop
/ŏ/	octopus, mom	/r/	rain, care
/ŭ/	up, hum	/s/	soup, face
/ōō/	oodles, moon	/t/	time, cat
/ō̄/	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
ôr	four, or	/th/	this, brother
ûr	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.

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 /i/ sound is classified by some as a diphthong.

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
	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
	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).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K–1.3
	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).	Fluency 4. Read emergent-reader texts with purpose and understanding. RF.K–1.4

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.

Figure 3.13. Circles of Implementation of ELA/Literacy and ELD Instruction



Figure 3.14. California Preschool Learning Foundations Related to Language Development

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.	<p><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.</p> <p><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?"</p> <p><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."</p>
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.")
<p>Source California Department of Education. 2008. <i>California Preschool Learning Foundations, Volume 1</i>. Sacramento: California Department of Education.</p>	

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 <https://www.nsta.org/outstanding-science-trade-books-students-k-12>.
- **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.

Figure 3.16. California Preschool Learning Foundations Related to Reading

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 "pants" without the "p" letter sound.</p>

Alphabetics 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.	

Figure 3.17. Read Aloud Books that Play with Language

English Books	Spanish Books for Alternative Programs*
<p>Bynum, Janie. 1999. <i>Altoona Baboona</i>. San Diego: Harcourt.</p> <p>Waber, Bernard. 1997. <i>Bearsie Bear and the Surprise Sleepover Party</i>. New York: Houghton Mifflin.</p> <p>Martin, Bill Jr. 1970. <i>The Happy Hippopotami</i>. San Diego: Voyager.</p> <p>Dewdney, Anna. 2005. <i>Llama Llama Red Pajama</i>. New York: Viking.</p> <p>Pomerantz, Charlotte. 1974. <i>The Piggy in the Puddle</i>. New York: Simon & Schuster.</p> <p>Seuss. 1974. <i>There's a Wocket in My Pocket!</i> New York: Random House.</p>	<p>Ada, Alma F., and Isabel Campoy. 2003. <i>¡Pío Peep! Rimas Tradicionales en Español</i>, Edición Especial. New York: Harpor Collins.</p> <p>Delgado, Henry G. 2002. <i>Destrabalengüerías para Trabalengüeros</i>. Bogotá, Colombia: Intermedio.</p> <p>Griego, Margot C., and others. 1981. <i>Tortillitas Para Mama and Other Nursery Rhymes: Spanish and English</i>. New York: Henry Holt.</p> <p>Robleda, Margarita. 2003. <i>Números Tragaldabas</i>. Mexico: Ediciones Destino.</p>
<p>*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.</p>	

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?

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*.

Figure 3.20. Circles of Implementation of ELA/Literacy and ELD Instruction



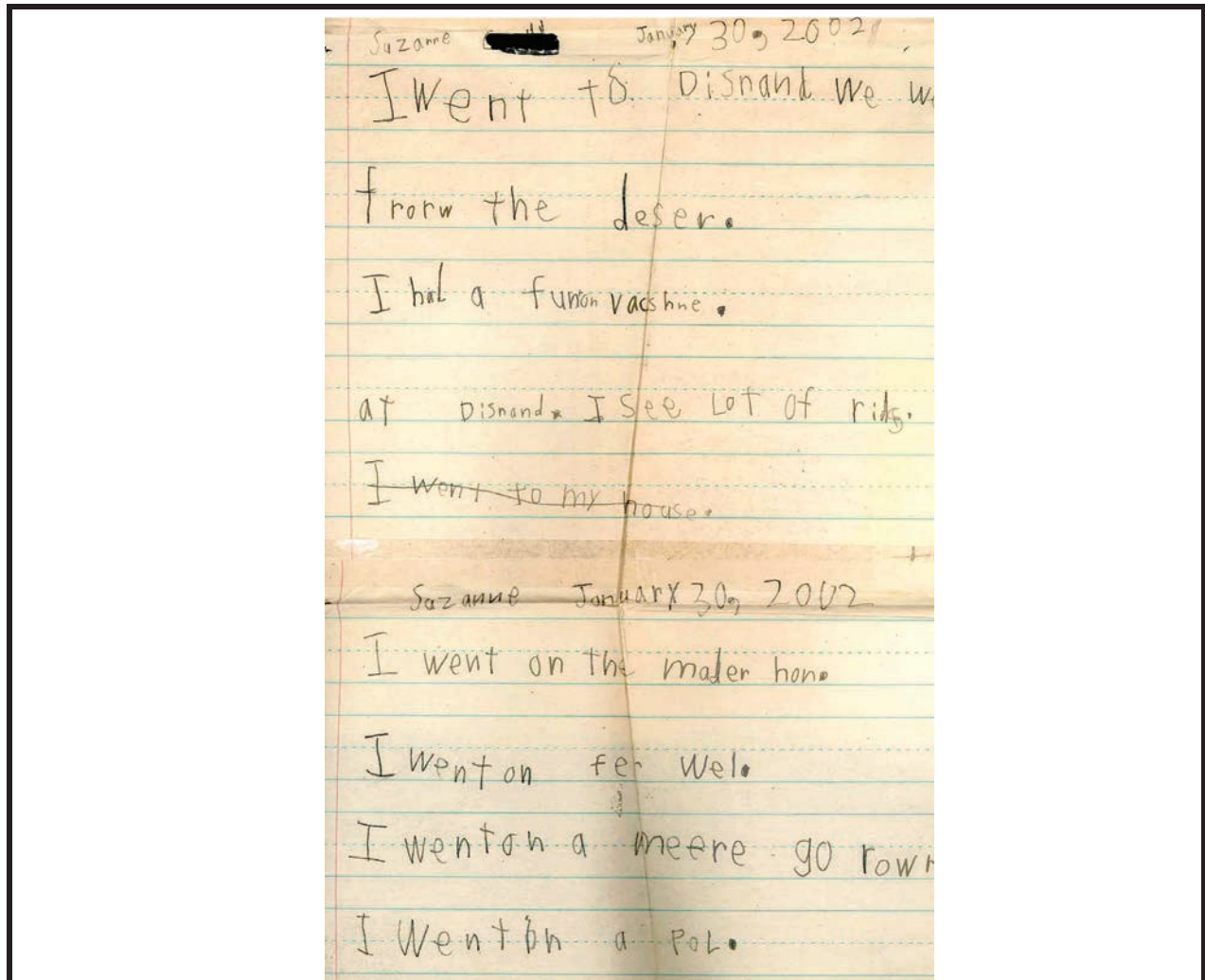
Figure 3.21. Story Map for Uncle Peter’s Amazing Chinese Wedding by Lenore Look

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.

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?

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.

Figure 3.24. Kindergarten Standards in Phonological Awareness with Examples

Standard 2	Examples
<p>a. Recognize and produce rhyming words.</p>	<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>
<p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<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>
<p>c. Blend and segment onsets and rimes of single-syllable spoken word.</p>	<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>
<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) words.</p>	<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 /ŏ/ 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>

Figure 3.25. Kindergarten Standards in Phonics and Word Recognition with Examples

Standard 3	Example
<p>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.</p>	<p>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.</p>
<p>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)</p>	<p><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).*</p>
<p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>When children see selected high-frequency words in print (both in isolation and in text), they say the words.</p>
<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>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</i> <i>fan</i></p>
<p>* Vowels may, of course, represent sounds other than the long and short sounds, but those are not the focus of this standard in kindergarten.</p>	

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?

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Figure 3.28. Circles of Implementation of ELA/Literacy and ELD Instruction



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 located (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 resercher 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.

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 _____.

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 is 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> .

Figure 3.32. An Elkonin Box with Letter Tiles

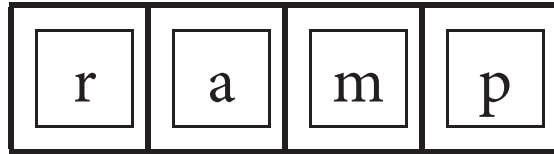


Figure 3.33. Grade One Standards in Phonics and Word Recognition with Examples

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.

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?

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*.

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*.)

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>					

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.
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.	

Figure 4.5. Sample Academic Language from *Bunnicula: A Rabbit-Tale of Mystery* by Deborah and James Howe

General Academic Words	Complex Grammatical Structures
<p>admonition (p. 3) impolite (p.3) digress (p. 4) pelting (p. 4) midst (p. 4) reverie (p. 4) glare (p. 4) circumstances (p. 6)</p>	<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)

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.

Figure 4.8. Stages of Spelling Development

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 I 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.				

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 Miles, 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)

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)

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
<small>*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.</small>			

Figure 4.13. Circles of Implementation of ELA/Literacy and ELD Instruction



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.

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.

Figure 4.16. Cards Sorted by Long and Short Vowel Sounds

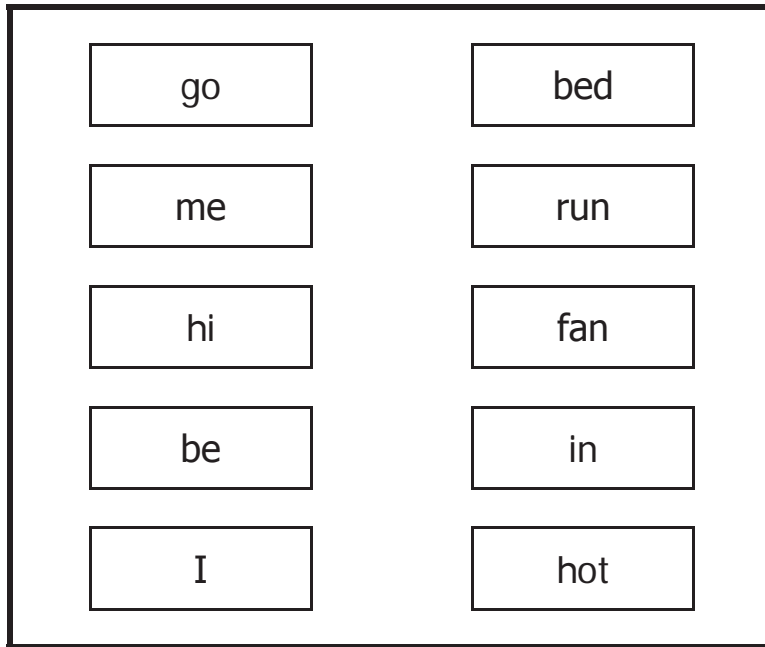


Figure 4.17. Books Related to Animals and Their Habitats

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)

Figure 4.18. Grade Two Standards in Phonics and Word Analysis 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.

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.				

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		
<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>

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?

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*.

Figure 4.23. Circles of Implementation of ELA/Literacy and ELD Instruction



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 the forelock. The forelock is a horse's forehead. A race is a white line down the middle of the horse's face. A blaze is kind of like a race but wider. If the white line on its 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 horse's 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.

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.

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

Figure 4.27. Grade Three Standards in Phonics and Word Analysis Skills with Examples

Standard 3	Example
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	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> .
b. Decode words with common Latin suffixes.	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> .
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.

Figure 4.28. Cards Sorted by Prefix

unlike	reread
unfriendly	redo
unhappy	restart
unkind	rearrange
unable	repaint

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				
<p>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.</p>				

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 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 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 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>

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?

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*.

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*.)

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
<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>					

Figure 5.4. Selected Academic Language from *Where the Mountain Meets the Moon* by Grace Lin

General Academic Words	Complex Grammatical Structures
<p>impulsive (p. 2) sited (p. 2) accompanied (p. 2) meager (p. 2) reverence (p. 4) anguish (p. 4) enthralled (p. 28) obedient (p. 31)</p>	<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
<p>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)</p>	<p>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)</p>	<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)

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.

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
	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–1.1 Phonics and Word Recognition
	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).	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.K–5.4

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, 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–5.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. RF.K–5.4
<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>			

Figure 5.8. Circles of Implementation of ELA/Literacy and ELD Instruction



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*.

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

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.

"Noooooooo!" 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.

"Rrrriiiiiinng! 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.

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.
Connector	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.
Literary Luminary (fiction) or Passage Master (nonfiction)	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.
Investigator	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.
Illustrator	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.

Vocabulary Enricher

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.

Source

Excerpted and adapted from

Daniels, Harvey. 1994. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York, Maine: Stenhouse.

Figure 5.13. Language Conventions in Grade Four

Language Standard 1	Abbreviated Definitions and Examples
a. Use interrogative, relative pronouns and relative adverbs.	<p><i>Interrogative</i>, relative pronouns: <i>who, whose, whom, which, that</i></p> <p>Relative adverbs: <i>where, when, why</i></p>
b. Form and use the progressive verb tenses.	<p><i>Present Progressive</i> (expresses an ongoing action): <i>I am playing</i> soccer.</p> <p><i>Past Progressive</i> (expresses a past action which was happening when another action occurred): <i>I was playing</i> soccer when it started to rain.</p> <p><i>Future Progressive</i> (expresses an ongoing or continuous action that will take place in the future): <i>I will be playing</i> soccer when you arrive.</p>
c. Use modal auxiliaries to convey various conditions.	<p>A helping verb used in conjunction with a main verb to indicate modality (likelihood, ability, permission, obligation): <i>Can</i> you drive? You <i>may</i> leave now. The dog <i>must</i> not sit on the sofa.</p>
d. Order adjectives within sentences according to the conventional patterns.	<p><i>A small red bag</i> rather than <i>a red small bag</i></p>
e. Form and use prepositional phrase.	<p>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></p>
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<p>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></p>
g. Correctly use frequently confused words.	<p><i>to, too, two; there, their</i></p>

Figure 5.14. Texts on Earth's Systems

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)

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.				

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		
<p>11. Supporting opinions 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 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 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>

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?

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*.

Figure 5.19. Circles of Implementation of ELA/Literacy and ELD Instruction



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.

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><i>Past Perfect</i> (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><i>Future Perfect</i> (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 is corrected to 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>

Figure 5.22. Books Related to the American Revolution

Historical Fiction:

The Fighting Ground by Avi (1984)

Toliver's Secret by Esther Wood Brady (1976)

Give Me Liberty by Laura Elliot (2006)

Phoebe the Spy by Judith Berry Griffin (1977)

Guns for General Washington: A Story of the American Revolution by Seymour Reit (1990)

Graphic Novel:

Road to Revolution! by Stan Mack and Susan Champlin (2009)

Picture Books:

Sleds on Boston Common: A Story from the American Revolution by Louise Borden (2000)

Redcoats and Petticoats by Katherine Kirkpatrick (1999)

Hanukkah at Valley Forge by Stephen Krensky (2006)

Saving the Liberty Bell by Megan McDonald (2005)

Emma's Journal: The Story of a Colonial Girl Marissa Moss by Marissa Moss (1999)

The Scarlet Stockings Spy by Trinkka Hakes Noble (2004)

Colonial Voices: Hear Them Speak by Kay Winters (2008)

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.				

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		
<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>

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?

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*.

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*.)

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
<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>					

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.

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	

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.

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.

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)
	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).	Fluency 4. Read with sufficient accuracy and fluency to support comprehension (RF.5.4 at 6–12 grade level)
			Review of Phonological Awareness skills as needed.

Figure 6.9. Circles of Implementation of ELA/Literacy and ELD Instruction



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
Take it Apart	Analyze text structure and organization	The first paragraph is important because . . . How has the author organized the information (cause/effect, clues/evidence, chronological, etc.)? Why does the author use a chart, illustration . . . ? The author uses description to tell . . . give an example from the text.	RL/RI.6–8, Standards 4–6 RH/RST.6–8, Standards 5–6
<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>			

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*.

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>	

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.				

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		
<p>10. Writing 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 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 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>

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?

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*.

Figure 6.17. Circles of Implementation of ELA/Literacy and ELD Instruction



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.

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.

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.

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." *The Reading Teacher* 57: 646–655.

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		
<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>

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?

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*.

Figure 6.25. Circles of Implementation of ELA/Literacy and ELD Instruction



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.

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.

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.
 - 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**
 - 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.*
 - Quotations: *That night, as Santiago drifts off to sleep, Hemingway tells that he was indeed "dreaming about the lions." (pg. 127)*
 - 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**
 - *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**
 - *. . . 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**
 - *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.*
 - *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)**
 - *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.

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.

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 a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>11. Justifying/arguing 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., <i>possibly/likely, could/would</i>)</p>	<p>11. Justifying/arguing a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with, light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i>).</p>

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?

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*.

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*.)

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. *Common Core State Standards Initiative*

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.
Source McTighe, Jay, and Grant Wiggins. 2013. <i>Essential Questions: Opening Doors to Student Understanding</i> , 100. Alexandria, VA: ASCD.	

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.

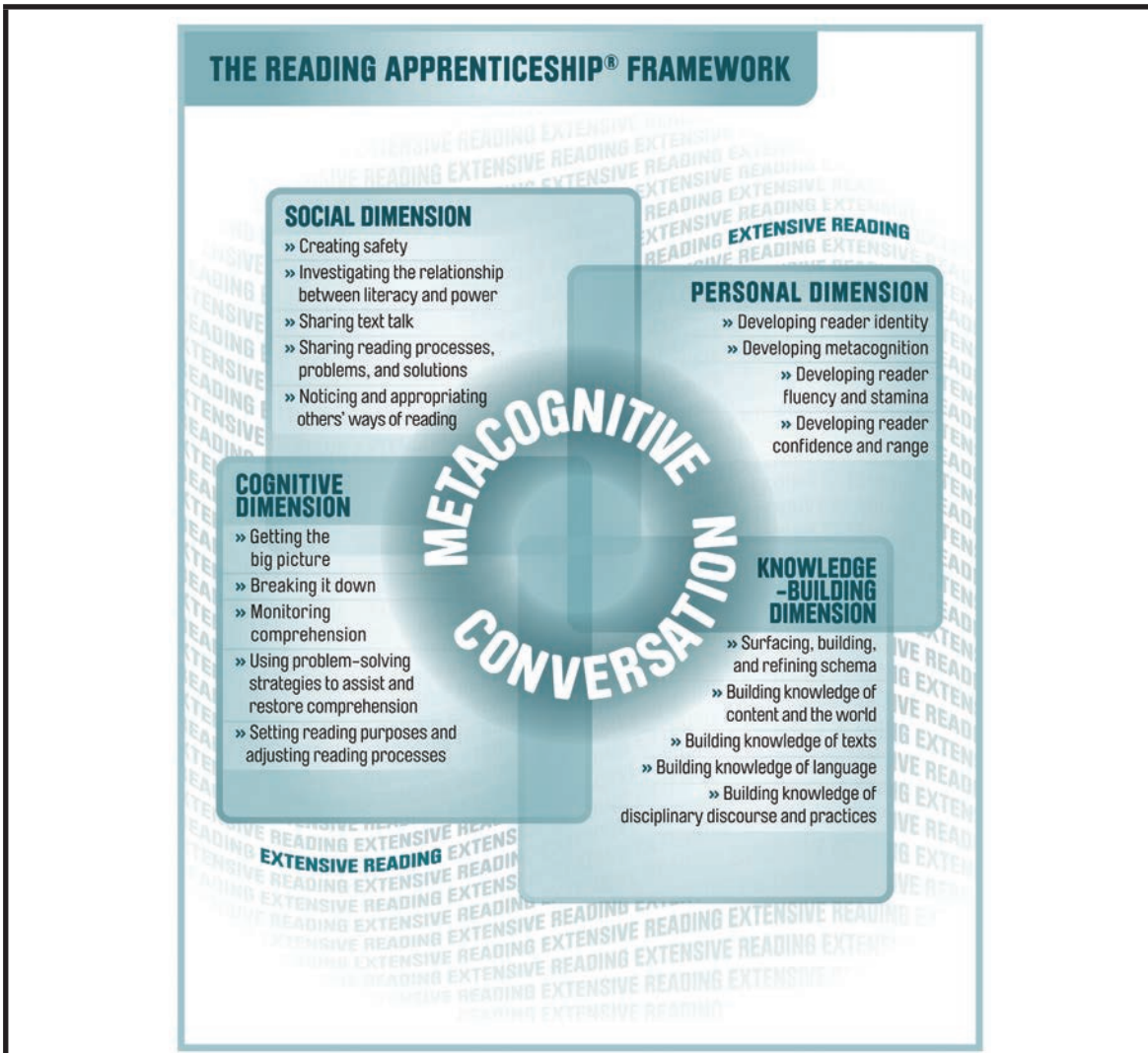
Figure 7.6. What Good Readers Do When They Read

- 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.

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.

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>	

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
<p>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.</p>	

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.

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, 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.

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>	

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>Frederich 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.

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
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
<p>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.</p>		

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.
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–5.3)
	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).	Fluency 4. Read with sufficient accuracy and fluency to support comprehension (RF.5.4 at 6–12 grade level)
			Review of Phonological Awareness skills as needed.

Figure 7.16. Circles of Implementation of ELA/Literacy and ELD Instruction



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.

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 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.</p> <p>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</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> <p>Names counterclaim</p> <p>Creates an organization that establishes clear relationships among claim, counterclaims, reasons, and evidence</p>
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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: "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.**

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).

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*.

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.

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 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 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 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>

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?

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*.

Figure 7.23. Circles of Implementation of ELA/Literacy and ELD Instruction



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.

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 <i>for analysis of the images in the ad</i></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 <i>for overall effect</i></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*.

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

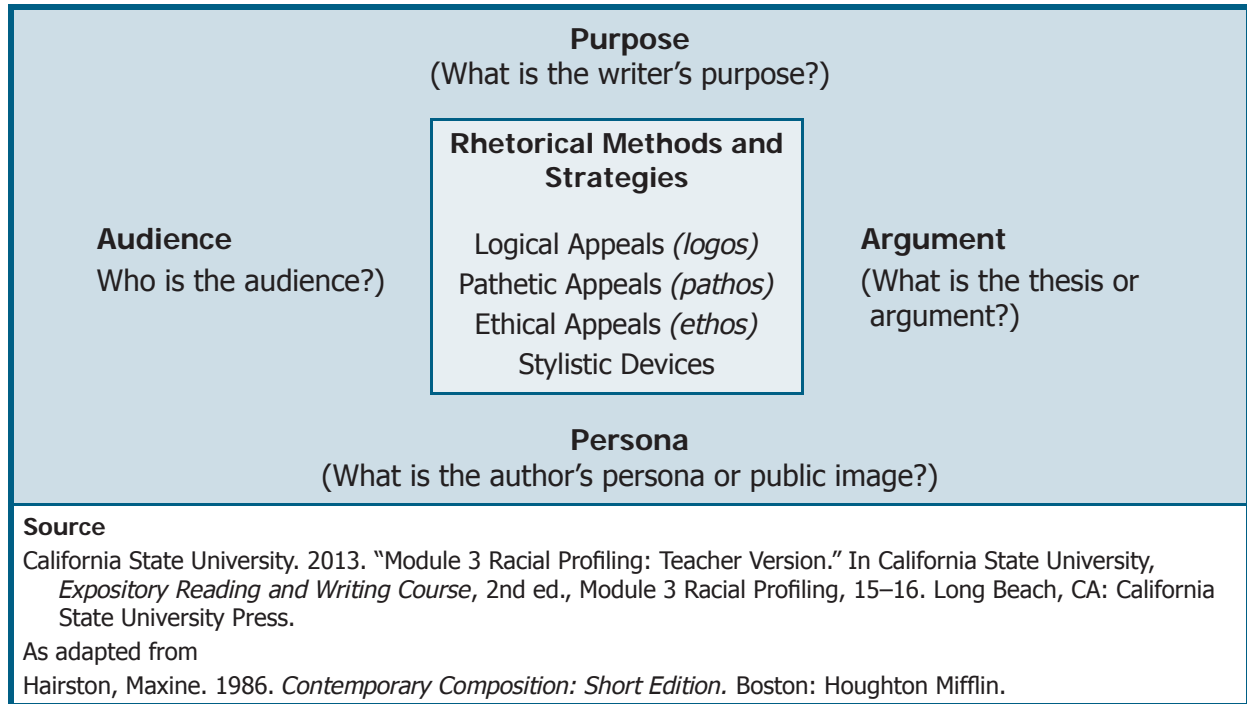


Figure 7.27. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum		
<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>relies</i> 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 continuously.).</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>

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?

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*.