1   **Chapter 5**

2   **Content and Pedagogy: Grades Two and Three**

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3

4

5 **Overview of the Span**

6 ───

7   The grades two to three span is a pivotal time for children as they build more

8 sophisticated comprehension and decoding skills and develop the fluency necessary to

9 propel them into more advanced reading, including independently reading chapter

10 books. During this span, children engage with wide-ranging, high quality, increasingly

11 complex text both as listeners[1] and readers, and their teachers provide carefully

12 designed instruction and appropriate levels of scaffolding to support comprehension of

13 these texts. At the same time, children's language (especially academic language)

14 continues to expand, and they become more proficient at writing different types of texts

15 for a variety of purposes. They use digital tools to produce and publish writing. They

16 build knowledge through content area instruction and through interactions with literary

17 and informational texts, including history/social studies, science, and technical texts.

18 They also engage in wide reading and research projects, both which contribute mightily

19 to knowledge. They continue to gain skills in speaking and listening as they participate

20 in collaborative discussions about texts and topics and provide formal presentations of

21 their knowledge to an audience.

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[1] As noted throughout this framework, speaking and listening should be broadly interpreted to include signing and viewing for Deaf and hard-of-hearing students whose primary language is American Sign Language (ASL).

22   Children who are English learners (ELs) are doing all of these things while they

23   are also learning English as an additional language and developing as bilinguals (see

24   Chapter 2). They also continue to develop their metalinguistic awareness, learning new

25   and nuanced ways of using English to convey ideas and messages in ways that are

26   appropriate for the discipline, topic, purpose, and audience, including how vocabulary

27   and other language resources are used to organize, expand and enrich, and connect

28   ideas in texts.

29   At the same time, when they speak and write, EL second and third graders adopt

30   some of the same ways of using language they learn through their close reading of

31   complex texts and their analysis of how language works in these texts. They produce

32   language in an increasing variety of ways through writing, speaking, and creating in

33   order to convey their understandings of the world, and they develop discourse practices

34   that enable them to participate in a range of contexts, both social and academic. EL

35   second and third grade children achieve this awareness about how language works and

36   the ability to use language skillfully and flexibly through a carefully designed

37   instructional program that immerses them in intellectually engaging and meaningful

38   content with appropriate levels of scaffolding.

39   Students with disabilities are a diverse group with varying needs and abilities, and

40   with appropriate strategies, supports and accommodations, they, too, can engage in an

41   intellectually rich and engaging curriculum in order to meet the demands of the CA CCSS

42   for ELA/Literacy in grades two and three. Students with disabilities must be challenged to

43   excel in the CA CCSS for ELA/Literacy, but they may require additional supports,

44   accommodations, and services to maximize knowledge and skill acquisition.

45   This chapter provides guidance for supporting all children's achievement of the

46   grades two and three [CA CCSS for ELA/Literacy](#) and, additionally for ELs, the [CA ELD](#)

47   [Standards](#). It begins with a brief discussion of the integrated and interdisciplinary nature

48   of the language arts. It then highlights the key themes of ELA/literacy and ELD

49   instruction, and outlines appropriate ELD instruction. Grade level sections provide

50   additional guidance for grade two and grade three and include snapshots of practice

51   and longer vignettes. Complete listings of the grade level CA CCSS for ELA/Literacy

52   and the CA ELD Standards are provided following each grade level section.

53 **An Integrated and Interdisciplinary Approach**

54   As noted in previous chapters, reading, writing, speaking and listening, and

55 language are not independent processes; rather, they are interdependent. The CA

56 CCSS for ELA/Literacy and the CA ELD Standards recognize the interrelationships

57 among these communicative acts and call for their integration in the ELA/Literacy and

58 ELD curricula. Furthermore, both sets of standards emphasize that language

59 conventions, vocabulary, and knowledge about how English works should not be

60 treated as topics to be taught in isolation from meaning but, instead, in ways that

61 support meaning making and expression. Instruction is organized so that the strands of

62 reading, writing, speaking and listening, and language develop together and are

63 mutually supportive.

64   The CA CCSS for ELA/Literacy and the CA ELD Standards also recognize the

65 role that the language arts play across the curricula. The language arts are used to

66 acquire knowledge and inquiry skills in the content areas. Children read to gain, modify,

67 or extend knowledge or to learn different perspectives. They write to express their

68 understandings of new concepts and also to refine and consolidate their understandings

69 of these concepts. They engage in discussion with others to clarify points, ask

70 questions, summarize what they have heard or read, explain their opinions, and

71 collaborate on projects, research, and presentations. They acquire language for new

72 concepts through reading and listening and use this language in speaking and writing.

73 As the language arts are employed in the content areas, skills in reading, writing,

74 speaking and listening, and language are further developed. The reciprocal relationship

75 between the language arts and content learning is apparent throughout California's

76 subject matter content standards. Examples from grades two and three include the

77 following:

78 •   Construct an argument with evidence that in a particular habitat some organisms

79   can survive well, some survive less well, and some cannot survive at all. (Grade

80   Three Next Generation Science Standard 3-LS4-3)

81 •   Trace why their community was established, how individuals and families

82   contributed to its founding and development, and how the community has

83   changed over time, drawing on maps, photographs, oral histories, letters,

84   newspapers, and other primary sources. (California Grade Three History-Social

85   Science Content Standard 3.3.3)

86   • Use addition and subtraction within 100 to solve word problems involving lengths

87   that are given in the same units, e.g., by using drawings (such as drawings of

88   rulers) and equations with a symbol for the unknown number to represent the

89   problem. (California's CCSS Grade 2 Mathematics Standard MD 5),

90   • Explain commonalities among basic locomotor and axial movements in dances

91   from various countries (California Grade Two Visual and Performing Arts Dance

92   Content Standard 3.2);

93   • Describe and record the changes in heart rate before, during, and after physical

94   activity. (California Grade Three Physical Education Standard 4.8)

95   Similarly, the components of the CA ELD Standards—Interacting in Meaningful

96 Ways, Learning About How English Works, and Using Foundational Literacy Skills—are

97 integrated throughout the curricula, rather than being addressed exclusively during

98 designated ELD.

99 **Key Themes of ELA/Literacy and ELD Instruction**

100   This section highlights the five overarching themes of grades two and three

101 ELA/literacy and ELD instruction discussed in Chapter 3 and throughout this framework:

102 **meaning making, language development, effective expression**, **content**

103 **knowledge**, and **foundational skills**. (See Figure 5.1.) They contribute mightily to the

104 goals of ELA/literacy and ELD programs displayed in the outer ring of the figure, which

105 are that children acquire the capacities of literate individuals; become broadly literate

106 are ready for college, careers, and citizenship; and have the skills necessary for living

107 and learning in the 21st century. (See Chapters 1-3). ELs are also learning English as

108 an additional language. Impacting each of these are **motivation and engagement**,

109 discussed in Chapters 1 and 3 and highlighted here in Figure 5.2.

110

111   Figure 5.1. Goals, Themes, and Contexts for Implementation of the CA CCSS for

112   ELA/Literacy and the CA ELD Standards
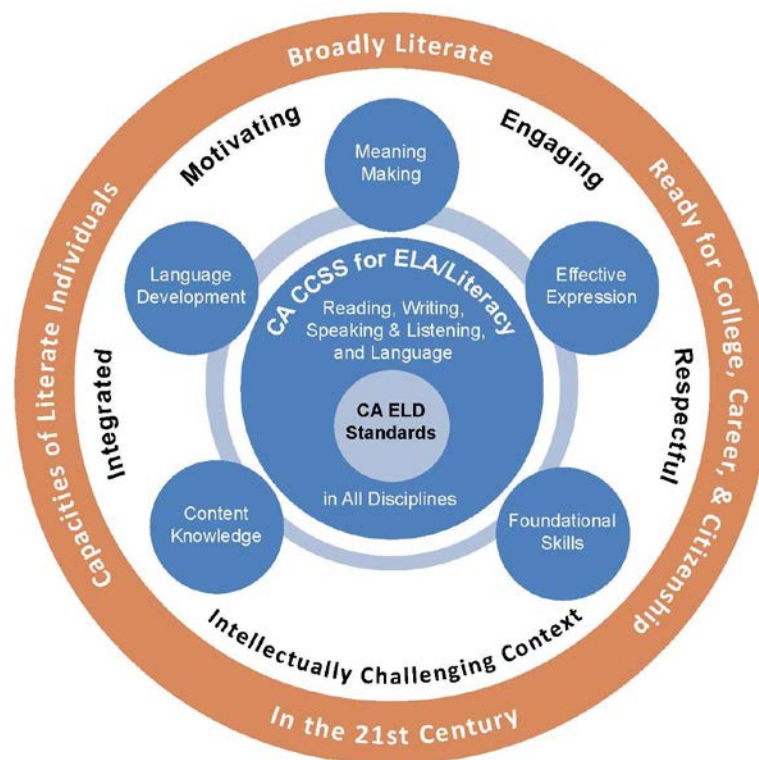
113

114   Figure 5.2. Motivation and Engagement

Educators must keep issues of motivation and engagement at the fore 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) made 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 is 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, discuss texts, and engage in meaningful interactions with texts, such as locating interesting information together.

Motivation and engagement of English learners and other culturally and linguistically diverse learners is fostered when teachers and the broader school community openly recognize that students' home cultures, students' primary languages, and dialects of English used in the home (e.g., African-American vernacular English) are resources to value in their own right and also to draw upon in order to build proficiency in English and in all school learning (De Jong and Harper 2011; Lindholm-Leary and Genesee 2010). Teachers can 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.
- Include the primary language and home culture in instruction (e.g., through bilingual education, by openly affirming students' cultures, primary languages, or home dialects).
- Use complex 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 3 and 9.)

115

116   **Meaning Making**

117   Meaning making is at the very heart of

118   ELA/literacy and ELD programs. This section includes

119   a focus on the standards that relate to meaning

120   making, provides information about comprehension of

121   complex text, discusses the importance of questions

122   and questioning in meaning making, and concludes

123   with a brief description of comprehension strategies.

124   As in other grade spans, the focus on meaning

125   making cuts across the strands of CA CCSS for

126   ELA/Literacy and the ELD Standards in grades two and three. Each strand in both sets

127   of standards emphasizes the primacy of meaning in ELA/literacy and ELD instruction.

128   Prior to entering the grades two and three span, children learned that

129   ELA/literacy and ELD are meaningful acts. They had many experiences making

130   meaning with text and in other communicative exchanges. In transitional kindergarten

131   through grade one, they participated in and demonstrated meaning making by asking

132   and answering questions about key details in a text (RL/RI.K-1.1). They learned to retell

133   grade-level stories and key details of informational text and to demonstrate

134   understanding of a text's central message or main idea (RL/RI.K-1.2). They learned to

135   describe characters, settings, and major events in literary text and connections among

136   elements of informational text (RL/RI.K-1.3) and they used information from illustrations

137   to make meaning (RL/RI.K-1.7). They compared and contrasted adventures and

138   experiences of characters in stories and identified basic similarities in and differences

139   between two informational texts on the same topic (RL/RI.K-1.9). By grade one, with

140   prompting and support, they read grade-level prose, poetry, and informational texts,

141   activating prior knowledge related to the content of the texts and confirming predictions

142   about what will happen next (RL/RI.1.10). They also learned that writing is used to

143   communicate opinions, information/explanations, and narratives as they shared their

144   thoughts and understandings through drawings and dictation and by employing their

145   developing knowledge of the alphabetic code (W.K-1.1-3). They learned to participate in

146   collaborative conversations in small and large groups, asking and answering questions

147   to make meaning, and to present their understandings to others (SL.K-1.1-6). And, they

148   began to learn about and gain command of basic oral and written language conventions

149   in order to more clearly convey meaning (L.K-1.1-2 and L.K-1.4-6).

150   These skills are furthered developed in the second and third grade span and new

151   skills are acquired to support meaning making. Among the new skills focusing on

152   meaning making are the following:

153   • Answering *who, what, where, when, why*, and *how* questions about text and, in

154   grade three, referring to explicitly to the text as the basis for answers to questions

155   about the text (RL/RI.2-3.1)

156   • Explaining how details support the main idea in a text (RL/RI.2-3.2)

157   • Explaining how characters respond to major events and challenges and, in grade

158   three, explain how their actions contribute the sequence of events (RL.2-3.3)

159 • Describing the connection between a series of historical events, scientific ideas
160   or concepts, or steps in technical procedures in a text and, in grade three, use
161   language that pertains to time, sequence, and cause-effect (RI.2-3.3)

162 • Acknowledging differences in the points of view of characters and identifying the
163   purpose of a text (RL/RI.2-3.6)

164 • Referring explicitly to the text when demonstrating understanding (RL/RI.3.1) in
165   grade three.

166 • Conducting short research projects in grade three on their own (W.3.7)

167 • Gathering information from print and digital resources, taking notes, and sorting
168   evidence into provided categories in grade three (W.3.8)

169 • Recounting and determining main ideas and supporting details of a text read
170   aloud or information presented in diverse media and formats, including visually,
171   quantitatively, and orally (SL.2-3.2)

172 These skills contribute to the goal of educating individuals who can thoughtfully make
173 meaning with text, media, and with people.

174   The CA ELD Standards amplify this emphasis on meaning making. Children
175 continue to learn to interact in meaningful ways (Part 1) through three modes of
176 communication: collaborative, interpretive, and productive. In order to engage
177 meaningfully with oral and written texts, they continue to build their understanding of
178 how English works (Part II) on a variety of levels: how different text types are organized
179 and structured to achieve particular social purposes, how texts can be expanded and
180 enriched using particular language resources, and how ideas can be connected and
181 condensed to convey particular meanings. Importantly, second and third grade ELs
182 deepen their *language awareness* by analyzing and evaluating the language choices
183 made by writers and speakers.

184   ***Comprehending Complex Text***

185   It is during the second and third grade span that children begin to read
186 appropriately-leveled complex literary and informational texts. They are provided
187 substantial instructional support as they are guided toward reading texts in this grade
188 span proficiently and independently by the end of grade three (RL/RI.2-3.10).

189   As discussed in Chapter 3, text complexity is determined on the basis of

190 quantitative and qualitative dimensions of the text as well as on reader (including

191 motivation, experiences, and knowledge) and task considerations. All children should be

192 provided the opportunity and the appropriate differentiated instruction that best enables

193 them to interact successfully with complex text. Ample successful and satisfying

194 experiences with complex text contribute to children's progress toward achieving the

195 skills and knowledge required of college and the workforce and responsible citizenship.

196   In terms of quantitative measures of complexity, suggested ranges of multiple

197 measures of readability for the grades two and three complexity band recommended by

198 the NGA/CCSSO are provided in Figure 5.3.

199

200 Figure 5.3. Associated Ranges from Multiple Measures for the Grades Two Through

201 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

202

203 Quantitative measures provide a first and broad—and sometimes inaccurate—view on

204 text complexity. Teachers must examine closely *qualitative* factors, such as levels of

205 meaning, structure, language conventionality and clarity, and knowledge demands of

206 the text. Texts that have multiple levels of meaning, use less familiar structures (such as

207 flashbacks and flashforwards), employ less common language conventions, and that

208 assume rather than provide requisite background knowledge on a topic are more

209 challenging to readers, and therefore considered more complex text. Readability

210 formulae cannot provide this information. The complexity of a text for readers also

211 depends upon their motivation, knowledge, and experiences and upon what students

212 are expected to do with the text (in other words, the task).

213   Teachers play a crucial role in ensuring that all students engage meaningfully

214 with and learn from challenging text. They provide strategically-designed instruction with

215 appropriate levels of scaffolding, based on students' needs and appropriate for the text

216 and the task, while always working toward assisting children in achieving independence.

217   Some of the teaching practices that illustrate this type of instruction and scaffolding

218   include leveraging background knowledge; teaching comprehension strategies,

219   vocabulary, text organization, and language features; structuring discussions;

220   sequencing texts and tasks appropriately; rereading the same text for different

221   purposes, including to locate evidence for interpretations or understandings; using tools,

222   such as graphic organizers and student-made outlines; and teaching writing in response

223   to text. Figure 3.10 in Chapter 3 provides guidance for supporting learners' engagement

224   with complex text in these areas, along with considerations that are critical for ensuring

225   access to ELs.

226   ***The Importance of Questions and Questioning***

227   Teachers plan questions that support students' comprehension of text and that

228   guide them to careful reading. They ensure that most of the questions are text

229   dependent, that is, students must refer to the text in order to respond. Questions direct

230   students to think about key ideas and details, vocabulary, and the author's craft,

231   including the choices the author made for organizing the text. Questions prompt literal

232   and especially higher-order understandings and guide students in making inferences.

233   Critical thinking also is prompted when questions target thinking about an author's

234   intentions. Questions must be skillfully developed, especially when students engage

235   with complex text. Planning is crucial as is sensitivity and responsiveness "in the

236   moment" to students' comprehension efforts and their understanding. Students answer

237   questions orally and in writing, as writing in response to text also strengthens students'

238   comprehension (Graham and Hebert 2010).

239   In addition to answering questions that support meaning making, students

240   increase their skill in asking questions about the text during this span (RL/RI.2-3.1; also

241   see next section). The teacher models question generation during reading and has

242   children collaborate with peers to generate questions about the text. Students focus

243   both on extracting and clarifying meaning and on critically examining the author's

244   choices and purposes or perspectives. Initially, teachers provide support, which is

245   slowly withdrawn as students' skills and confidence grow.

246

247

248   *Teaching Comprehension Strategies*

249   Among the recommendations of a panel convened by the federal Institute of

250   Education Sciences (IES) to review the research on comprehension instruction in

251   kindergarten through grade three was that children should be taught to use reading

252   comprehension strategies to help them understand and retain what they read

253   (Shanahan, and others 2010, 5). The panel identified the following six research-based

254   strategies as important for reading comprehension in the primary grades:

255   • Activating prior knowledge or predicting

256   • Questioning (see previous section)

257   • Visualizing

258   • Monitoring, clarifying, or fix-up strategies

259   • Drawing inferences

260   • Retelling

261   The panel noted that strategies are "intentional mental actions" and "deliberate

262   efforts" employed before, during, or after reading to enhance understanding of text and

263   overcome difficulties in comprehending (Shanahan, and others 2010, 11) and

264   contrasted strategy use with completion of worksheets. Teachers should explain each

265   strategy (including its purpose and application), demonstrate its use with authentic text,

266   and support students' independent use. Strategies are used individually or in

267   combination. Strategies, themselves, are not the focus of instruction; always, gaining

268   meaning is the goal.

269   **Language Development**

270   Language is central to reading, writing,

271   speaking and listening—and all learning. It is a

272   crucial focus in children's schooling, especially in the

273   early years, as these years provide the foundation

274   for subsequent years. This section describes the

275   grade-span standards that relate to academic

276   language, highlights the importance of vocabulary

277   development, discusses the value of engagement
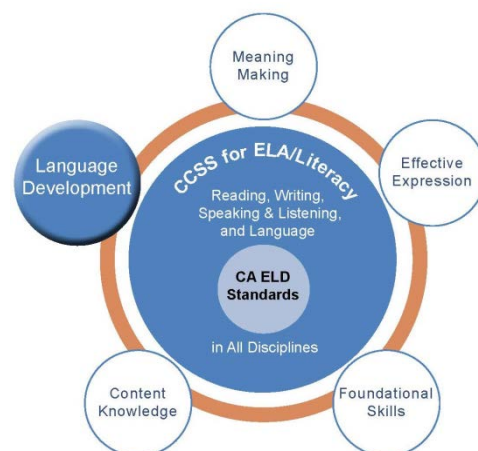
278   with text through wide reading and teacher read alouds, and addresses the importance

279   of teacher modeling and student conversations.

280   Both the CA CCSS for ELA/Literacy and CA ELD Standards for grades two and

281   three reflect the importance of children's development of academic language. The CA

282   CCSS for ELA/Literacy are designed to ensure that children learn to determine the

283   meaning of words and phrases in texts (RL/RI.2-3.4 and L.2-3.4). Children make

284   progress toward crafting their written language in such a way as to express an opinion

285   (W.2-3.1), inform or explain (W.2-3.2), and narrate events (W.2-3.3). In doing so, they

286   employ different text structures, syntax, and vocabulary. The language strand of the CA

287   CCSS for ELA/Literacy includes several vocabulary-related standards. They are

288   addressed in the grade-level sections of this chapter.

289   The CA ELD Standards amplify this emphasis on language, particularly on the

290   development of academic language and language awareness. This includes having

291   students interpret, analyze, and evaluate how writers and speakers use language by

292   explaining how well the language used supports opinions or presents ideas

293   (ELD.PI.2-3.7), and analyzing the language choices of writers and speakers by

294   distinguishing how their choice of words with similar meanings evoke different effects on

295   the reader or listener (ELD.PI.2-3.8). This amplification of the CA CCSS for

296   ELA/Literacy also includes a strong focus on selecting a wide variety of general

297   academic and domain-specific words, synonyms, antonyms, and non-literal language to

298   create precision and shades of meaning while speaking and writing (ELD.PI.2-3.12).

299   Part II of the CA ELD Standards highlight the importance the CA CCSS for ELA/Literacy

300   places on developing deep awareness of how English works on multiple levels:

301   discourse, text, sentence, clause, phrase, and word levels. The CA ELD Standards

302   require teachers to think strategically about the types of learning experiences that will

303   support their EL students at varying English proficiency levels to *build up* and *use* the

304   linguistic resources and content knowledge necessary for participating in academic

305   discourse. While teachers must continue to help their EL students to develop the type of

306   English used in social situations and, importantly, allow students to use social English

307   and "imperfect" English, as well as primary language, while they engage in academic

308   tasks, all of the CA ELD standards in Part I and II are focused on developing English

309   learners' proficiency in academic English across the disciplines and disciplinary English

310   within the disciplines.

311   Students develop their language when they have ample opportunities to hear,

312   read, and use it. Therefore, teachers must serve as excellent models of language use

313   and they must ensure that children have many opportunities to use language for a

314   variety of purposes in a variety of stimulating contexts. Classrooms that are silent for

315   hours suggest lost opportunities for language development.

316   ***Vocabulary Instruction***

317   Research indicates that there are large vocabulary differences among English

318   users by the end of grade two, differences that account for ability to comprehend grade

319   level text in the years ahead (Biemiller 2012; Biemiller and Slonim 2001). Early attention

320   to vocabulary, therefore, is crucial. In the second and third grade span, as in all grade

321   levels, children are provided thoughtful and deliberate vocabulary instruction.

322   Figure 3.5 in Chapter 3 displays a model for conceptualizing categories of words

323   (Beck, McKeown, and Kucan 2002, 2013). As discussed in Chapter 3, the categories

324   are conversational, general academic, and domain-specific words. Most children will

325   acquire conversational vocabulary without much teacher support, although explicit

326   instruction in this category of words may need to be provided to ELs depending on their

327   experience using and exposure to conversational English. Instructional attention will

328   need to be provided to ensure acquisition of general academic and domain-specific

329   words. The latter are typically taught in the context of the discipline and typically both

330   texts and teachers provide definitions. The words are used repeatedly, and there is

331   often additional support for understanding, such as when the word is accompanied by a

332   diagram or appears in a glossary. General academic that are considered by some to be

333   the words in need of most instructional attention (NGA/CCSSO Appendix A 2010, 33).

334   They impact meaning, yet are not often defined in a text in which they are used. And,

335   they are likely to appear in many types of texts and contexts, sometimes changing

336   meaning in different disciplines.

337   A review of research on vocabulary instruction (National Reading Technical

338   Assistance Center [NRTA] 2010) concluded the following:

339   • Higher frequency of exposure to targeted vocabulary words will increase the
340   likelihood that young children will understand and remember the meanings of
341   new words and use them more frequently. (NRTA 2010,4)
342   • Explicit instruction of words and their meanings increases the likelihood that
343   young children will understand and remember the meanings of new words
344   (NRTA 2010, 4). Contextual approaches have been found to produce greater
345   gains than lessons that emphasize word definitions (Nash and Snowling 2006).
346   • Questioning and language engagement enhance students' word knowledge
347   (NRTA 2010, 5).
348   Cognates are a rich vocabulary resource for ELs. Cognates are words in two or
349   more different languages that sound and/or look the same or very nearly the same and
350   that have similar or identical meanings. For example, the word *animal* in English and the
351   word *animal* in Spanish are clearly identifiable cognates because they are spelled the
352   same, sound nearly the same, and have the same meaning. Because of the abundance
353   of words with Latin roots in English science and history texts, cognates are especially
354   rich linguistic resources to exploit for academic English language development for
355   Spanish-speaking ELs and other ELs whose primary language is derived from Latin,
356   (Bravo, Hiebert, and Pearson 2005; Carlo, and others 2004; Nagy, and others 1993).
357   Cognate knowledge does not occur automatically for all children. Teachers
358   should support their EL students' metalinguistic awareness of cognates, the nuances
359   between different types of cognates, as well as the existence of "false cognates," or
360   words that appear to be the same in different languages but are in fact quite different.
361   For more information on leveraging students' cognate knowledge for learning English
362   and developing biliteracy, see Chapter 3.

363   ***Engaging with Texts: Wide Reading and Reading Aloud***
364   There are many reasons for ensuring that children engage in wide reading and
365   for reading aloud to children. Core among these are that children become broadly
366   literate and that they find that texts are interesting, exciting, and worth reading. (See
367   Chapters 1 and 3.) In terms of language development, texts offer children an authentic
368   context for acquiring academic language. Wide reading is crucial as children gain
369   independence with the code. Text sets that are related to content that children are

370   learning in science, social science, and other curricular areas, are especially valuable

371   because they provide repeated exposure to key words and phrases, thus increasing the

372   likelihood that the vocabulary—and knowledge—will be acquired.

373   As important as wide reading is, at this point in the development of their decoding

374   skills, children are more likely to expand their academic language through teacher read

375   alouds of high quality literary and informational text. When children attend to complex

376   texts written above their reading level, they are exposed to new language and ideas.

377   Figures 5.4 and 5.5 provide examples of the rich language of texts.

378

379   Figure 5.4. Sample Academic Language from *Bunnicula: A Rabbit-Tale of Mystery* by

380   Deborah and James Howe (1996)

General Academic Words	Complex Sentence Structures
admonition (p. 3) impolite (p.3) digress (p. 4) pelting (p. 4) midst (p. 4) reverie (p. 4) glare (p. 4) circumstances (p. 6)	• 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)

381

382   Figure 5.5. Sample Academic Language from *The Story of Snow: The Science of*

383   *Winter's Wonder* by Mark Cassino with Jon Nelson (2009)

General Academic Words	Domain-Specific Words	Complex Sentence 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)	• Clouds are mostly made of air and water, but there are also its 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)

384

385   Reading aloud should be a regular part of every school day. Teachers select

386 texts that expose students to rich vocabulary, complex sentence structures, and

387 different discourse features. Selections stretch children, but are within their reach, and

388 the teacher provides explanations of vocabulary as they read aloud, as appropriate.

389 One research study revealed that while rereading texts to children improved their

390 understanding of word meanings, teacher explanations of unknown words during

391 reading aloud resulted in greater gains (Biemiller and Boote 2006). Including multimedia

392 to enhance read alouds and vocabulary instruction is especially helpful for ELs

393 (Silverman and Hines 2009), as are contextualizing vocabulary instruction within rich

394 read aloud texts and providing multiple opportunities for children to use new vocabulary

395 meaningfully. In one study (Spycher 2009), ELs and other linguistically diverse learners

396 made significant gains in their vocabulary knowledge when they were provided with

397 intentional and explicit vocabulary instruction that

398   • Provided student-friendly explanations of the words

399   • Had multiple examples of how to use the words

400   • Supported students to use the words right away in structured think-pair-shares

401   with open sentence frames containing the words (e.g., I might try to convince my

402   friend to ___ because ___)

403   • Sustained vocabulary learning by reintroducing the words on a daily basis and

404   re-reading the texts in which they appear

405   • Contextualized the words within complex literary and informational texts

406   ***Teacher Modeling and Time for Conversations***

407   Teachers create language-rich environments for students. They model use of

408 academic vocabulary and varied and increasingly complex sentence structures as they

409 interact with children, read aloud and discuss challenging texts, deliver instruction

410 across the curriculua, and discuss classroom routines and experiences. They also

411 ensure that children have many opportunities to explore and use the language they are

412 learning. They engage children in structured (e.g., think-pair-share) as well as informal

413 (e.g., turn-and-talk) academic conversations with partners, in small groups, and in large

414 groups. Instructional routines and strategic scaffolding (e.g., open sentence frames

415 tailored to students' language learning needs) guarantee equitable participation for all

416   students. Crucial for all learners, especially ELs or children with language delays or

417   disabilities, is an atmosphere of respect for children's efforts to communicate their

418   ideas.

419   Teachers engage children in genuine conversations about their experiences,

420   their interests, current events, and the curriculum. They provide stimulating, social

421   learning activities that fuel conversations.

422   **Effective Expression**

423   The development of effective communication

424   skills is one of the hallmarks of the CA CCSS for

425   ELA/Literacy and the CA ELD Standards. This

426   section provides a brief overview of writing,

427   discussing, presenting, and using language

428   conventions in the grade span. Additional

429   information is provided in the grade level sections

430   of this chapter.

431   *Writing*

432   In transitional kindergarten through grade one, children learned to compose

433   opinion pieces, informative/explanatory texts, and narratives. They began by using a

434   combination of drawing, dictating, and writing to express their ideas and by the end of

435   grade one they were writing pieces in which they introduced a topic, supplied some

436   details (for example, a reason for an opinion, facts about an informative/explanatory

437   piece, and details about the events in a narrative), and provided some sense of closure

438   (W.K-1.1-3). With support and guidance from adults, they learned to focus on a topic,

439   respond to questions and suggestions from peers, and add details to strengthen their

440   writing. They also learned to use a variety of digital tools to produce and publish writing,

441   including in collaboration with peers (W.L-1.5-6). Importantly, they participated in shared

442   research and writing projects, drawing on texts and other resources and experiences to

443   inform their work (W.K-1.7-8).

444   In grades two and three, students build on previous learning to write more

445   detailed and cohesive texts of a variety of types for a variety of purposes (W.2-3.1-3).

446   Among the writing skills new to the grades two and three span are the following:

447 • Using linking words in writing (W.2-3.1-2)

448 • Writing a well elaborated narrative with descriptive details and, in grade three,

449   dialogue (W.2-3.3)

450 • With guidance and support from adults, producing writing in which the

451   development and organization are appropriate to task and purpose (W.2-3.4)

452 • Using feedback from peers to strengthen writing by revising and editing and, in

453   grade three, planning (W.2-3.5)

454 • Using keyboarding skills in grade three to produce and publish writing (W.2-3.6)

455   In addition, Writing Standard 10 begins in grade two. Although students engaged

456 in considerable writing in transitional kindergarten through grade one, Standard 10

457 requires that they now and hereafter "Write routinely over extended and shorter time

458 frames for a range of discipline-specific tasks, purposes, and audiences."

459   A panel charged with examining the research on effective writing instruction in

460 elementary schools states "students should develop an early foundation in writing in

461 order to communicate their ideas effectively and efficiently" and that "students who

462 develop strong writing skills at an early age acquire a valuable tool for learning,

463 communication, and self-expression" (Graham, and others 2012, 6). Thus, it is

464 imperative that adequate attention is given to writing in the early years of schooling.

465   Skill in writing is developed through excellent instruction and ample opportunities

466 to write for meaningful purposes daily. The panel recommends a minimum of one hour a

467 day be devoted to writing, beginning in grade one, with about half of the time dedicated

468 to learning strategies, techniques, and skills appropriate to students' levels and needs,

469 and half in application across the curriculum. For example, students record the steps of

470 a science investigation, explain their understanding of a graph, write an argument for or

471 against a new classroom rule, record personal responses to a literary text in a journal,

472 present facts about the history of a community and explain features of a community

473 map, write invitations for family and community members to attend a school event, and

474 write requests to merchants for donations of sports equipment. There is no dearth of

475 topics or purposes.

476   Contributing to students' development as effective writers are opportunities to

477 listen to, view, and read exemplary texts and to discuss the author's craft. Thus, rich

478   classroom and school libraries are important, as are time to read and time to discuss

479   what is read. Additionally, teachers should model writing and engage in collaborative

480   writing with children. Furthermore, teachers should create supportive environments and

481   attend to students' motivation by fostering a community of writers, offering students

482   choice, and valuing students' work (Graham and others, 2012).

483   Formative assessment will inform teachers' practice and is a crucial component

484   of effective writing instruction. Romero (2008) suggests teachers employ the following

485   types of informal writing assessments:

486   • Observations of students' strategies, skills, behaviors, and apparent dispositions

487   as they write and revise (keeping anecdotal records)

488   • Inventories, such as individual interviews and written surveys, in which students

489   identify their strengths, needs, and interests

490   • Checklists, completed by the teacher or the writer, in which targeted objectives

491   are highlighted ("I included a conclusion" or "I checked for capitalization at the

492   beginning of sentences)

493   • Conferences in which the student and the teacher discuss a single work, a

494   collection of works, progress, and goals

495   • Rubrics constructed by the teacher and/or the students and completed by either

496   or both

497   • Portfolios which include a large collection of artifacts selected by the student in

498   consultation with the teacher

499   This focus on writing is amplified in the CA ELD Standards. Much of Part I is

500   focused on students examining how successful writers use particular language

501   resources to convey their ideas and also on making strategic choices about using

502   language purposefully in writing for increasingly academic purposes. All of Part II

503   focuses on enacting understandings of how written (and spoken) language works: how

504   different text types are organized, how to make texts more cohesive, how to expand

505   ideas and enrich them, how to connect ideas in logical ways that create relationships

506   between them, and how to condense multiple ideas to create precision. These

507   understandings are critical for successful writing, particularly as ELs increasingly use

508   writing to communicate their understandings of texts they read in language arts and

509   other content areas.

510   ***Discussing***

511   Prior to the second and third grade span, children learned to follow agreed-upon

512   rules for discussions, respond to the comments of others, engage in multiple exchanges

513   on the same topic, and ask questions to clear up any confusion (SL.K-1.1). They

514   learned to ask and answer questions about texts read aloud, information presented

515   orally or through other media, and by peers (SL.K-1.2-3). They produced complete

516   sentences when appropriate to the task and situation (SL.K-1.6). CA ELD standards

517   focused on ELs learning a variety of discourse practices in order to contribute effectively

518   to the conversations (ELD.PI.K-1.1). In transitional kindergarten through grade one, all

519   children had many experiences communicating their thoughts, opinions, and knowledge

520   to diverse partners, and instruction included attending to and responding and building

521   on the thoughts of others. (See Chapter 4.)

522   In grades two and three, children continue to build skill in discussion and to apply

523   their skills to grade-level topics and texts. Among the discussion skills new to the grades

524   two and three span are the following:

525   • Gaining the floor in respectful ways during discussions (SL.2-3.1)

526   • Coming to discussions prepared in grade three (SL.3.1)

527   • Staying on topic in grade three (SL.3.1)

528   • Recounting or describing key ideas (grade two) and the main ideas and

529   supporting details (grade three) from a text read aloud or information presented

530   in diverse media (SL2-3.2)

531   The CA ELD Standards amplify this focus on discussion, and collaborative

532   conversations—about content and about language—permeate both Parts I and II. Much

533   of second language development occurs through productive and extended collaborative

534   discourse that is focused on things worth discussing. The CA ELD Standards call for

535   ELs to contribute meaningfully in collaborative discussions with a variety of audiences

536   (e.g., whole class, small group, partner), including sustained and extended dialogue

537   (ELD.PI.2-3.1). When engaged in conversations with others, they offer opinions and

538   negotiate with others using particular language moves (e.g., "I agree with …, but …";

539   "That's a good idea, but …") (ELD.PI.2-3.3), and they learn to shift register, adjusting

540   and adapting their language choices according to purpose, task, and audience

541   (ELD.PI.2-3.4). Frequent, daily verbal interaction is critical for all learners to develop

542   communicative competence and for ELs to progress along the ELD continuum. Through

543   collaborative discussions with peers about academic content, students learn to convey

544   information, exchange ideas, and support their opinions with evidence. Each of these

545   verbal communicative acts serves to support children's abilities to effectively engage in

546   collaborative conversations about academic content and as a bridge to written

547   language.

548   It is crucial that teachers provide environments that are physically conducive to

549   discussion and that are psychologically safe for children to participate in discussions.

550   Norms should be established with the children and closely adhered to. Structures

551   should be employed that ensure equity of participation.

552   A research panel (Shanahan, and others 2010, 23-28) concluded that four

553   factors contribute to the success of young children's discussion of text and recommends

554   that teachers:

555   • Ensure that texts are compelling enough to spark discussion; in other words, the

556   topic should be interesting to the children and the discussion should be worth

557   having

558   • Prepare higher-order questions that prompt children to think more deeply about

559   the text

560   • Ask follow-up questions to encourage and facilitate the discussion

561   • Provide opportunities, with ample scaffolding, for children to engage in peer-led

562   discussions

563   These recommendations apply to all genres of text as well as other learning

564   experiences. Discussion should occur across the curricula.

565   ***Presenting***

566   As noted elsewhere in this framework (see Chapters 2 and 3), students not only

567   learn to engage productively in discussions throughout the years of schooling, they

568   learn to present information and ideas effectively. In the transitional kindergarten

569   through grade one span, children learned to express ideas and feelings clearly as they

570   described people, places, things, and events with relevant details (SL.K-1.3). They

571   added drawings or other visual displays to descriptions when appropriate to clarify

572   ideas, thoughts, and feelings, and they produced complete sentences as appropriate

573   (SL.K-1.4-5). They memorized and recited poems, rhymes, and songs with expression

574   (SL.K-1.3). Among the presentation skills new to grades two and three are the following:

575   • Telling a story or recounting an experience with appropriate facts and relevant,

576   descriptive details (SL.2-3.4)

577   • Planning and delivering a detailed, logically sequenced narrative presentation in

578   grade two and a well-organized informative/explanatory presentation in grade

579   three (SL.2-3.4a)

580   • Creating audio recordings of stories or poems (SL.2-3.5)

581   Children learn to use more formal registers when they plan and deliver

582   presentations. In the second through third grade span they have many opportunities to

583   present information and ideas to their peers and other audiences on a range of topics

584   and in a variety of content areas. They also employ technology appropriately and

585   effectively, such as when they create recordings of text (SL.2-3.5). Recorded

586   presentations may be shared with audiences beyond the school.

587   For English learners, in particular (but indeed for all children), using English in a

588   variety of ways and across a range of content areas (including science and social

589   studies) is critical for full academic English language development. Engaging ELs in

590   readers' theater and skits, choral readings of poems and chants, and singing songs that

591   contain sophisticated language are not only motivating and fun, they are also ideal for

592   developing language. Other tasks, such as face-to-face or audio recorded book talks,

593   oral presentations using video, and other creative ways of using multimedia promote

594   language development and engagement with school learning.

595   ***Using Language Conventions***

596   Contributing to effective expression is students' command over language

597   conventions, such as grammar and usage in writing and speaking (L.2-3.1) and

598   capitalization, punctuation, and spelling in writing (L.2-3.2). Conventions are taught

599   explicitly and are applied in the contexts of meaningful spoken and written

600   communication.

601   In the transitional kindergarten through first grade span, children learned the

602   skills identified in Figure 5.6, ones they likely will need support to maintain. See Chapter

603   4 in this framework for definitions and details.

604

605   Figure 5.6. Language Conventions Learned in Prior Grades and Maintained in the

606   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)
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	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

607

608   Language conventions related to grammar, capitalization, and punctuation that

609   learned during the second and third grade span are discussed in the grade level

610   sections of this chapter. A brief overview of spelling follows this section.

611   Part II of the CA ELD Standards: Learning About How English Works provides

612   guidance on the language resources EL children need to develop in order to be

613   successful in school tasks. In accordance with the spirit and intent of the CA ELD

614   Standards, grammar instruction should be contextualized within intellectually rich and

615   engaging instruction, and Part II of the CA ELD Standards should be taught in tandem

616   with Part I. Furthermore, all language instruction for ELs should build into and from

617   content instruction (e.g., highlighting for children particular grammatical structures or

618   vocabulary in the texts they are reading, listening to, or writing themselves).

619   ***Spelling.*** Among the language conventions that contribute to effective

620   expression is spelling. Learning to spell is a developmental process (Cramer 1998,

621   Henderson 1990, Bear, Invernizzi, Templeton, and Johnston 2012). In general, learners

622   progress from representing language with random marks and arbitrary letter-like

623   symbols to using knowledge of letter-sound correspondences to incorporating

624   knowledge of patterns and, ultimately, to drawing on knowledge of morphology

625   (meaning units). Figure 5.7 briefly displays this progression.

626   Several strands of CA CCSS for ELA/Literacy contribute to spelling knowledge.

627   These are identified in the figure. Most directly related to spelling development are the

628   standards in the language strand that specifically address spelling. For example, L.K.2

629   is "Spell simple words phonetically, drawing on knowledge of sound-letter relationships."

630   Spelling-specific standards are identified with **SP** in the figure.

631   Also related are several decoding standards in the reading strand. For example,

632   RF.1.3c is "Know the spelling-sound correspondences for common consonant digraphs"

633   and RF.4-5.3a reads "Use combined knowledge of all letter-sound correspondences,

634   syllabication patterns, and morphology (e.g., roots and affixes) to read accurately

635   unfamiliar multisyllabic words in context and out of context." The intent is that children

636   achieve these standards in order to decode. However, the knowledge gained through

637   achievement of these standards has implications for encoding as well. These decoding-

638   related standards are noted with **DC** in the figure.

639   An additional set of standards that contribute to spelling are the language

640   standards related to vocabulary, specifically those that target inflectional endings,

641   affixes, and Greek and Latin roots. For example, L.3.4d states "Use a known root word

642   as a clue to the meaning of an unknown word with the same root (e.g., *company*,

643   *companion*)" and L.5.4b is "Use common, grade-appropriate Greek and Latin affixes

644   and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*)."

645   Vocabulary standards that are related to spelling are identified with **V** in the figure.

646   Although the related standards may be taught at different grade levels, teachers should

647   be mindful and capitalize on the contributions each set makes to the others.

648   Assessment of spelling should be ongoing. Teachers examine children's written

649   drafts and observe their spelling attempts in action. This information serves to inform

650   in-the-moment and subsequent instruction. Teachers in the grades two and three span

651   are likely to have in their classrooms children at a range of stages of spelling

652   development. They must be prepared to offer differentiated instruction that advances all

653   children, neither frustrating nor boring any child.

654   It is important that spelling is not treated as simply an act of memorization,

655   although irregularly spelled words will need to be memorized. It is a developmental

656   process whereby children, with appropriate instruction that includes ample opportunities

657   to explore, examine, and use printed language, build insights into principles that govern

658   English orthography.

659

660   Figure 5.7. Stages of Spelling Development (**SP**- Spelling; **DC**- Decoding; **V**- Vocabulary)

Stage*	Abbreviated Description	Examples	Typical Grade Span	Related CCSS for ELA/Literacy
Prephonetic (Emergent)	Children make marks to communicate ideas. Those marks may include letters of the alphabet, but the letters used have little, if any, relationship to the sounds.	NPXXA O	Transitional kindergarten (or earlier) through grade 1	
Phonetic (Letter Name-Alphabetic)	Children begin to use letters to represent sounds. Invented spellings are common.	brd 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

661   *The names of stages vary. Here they are drawn from Cramer 1998 and Henderson 2000, and, in parentheses, Bear, and

662   others 2012.

663   **Content Knowledge**

664   Content knowledge (other than ELA and

665   ELD) is largely the purview of other frameworks

666   published by the California Department of

667   Education. However, given the powerful

668   relationship between knowledge and literacy and

669   language development, and call for the integration

670   of ELA/literacy and ELD throughout the curricula, a

671   discussion is included in this chapter.
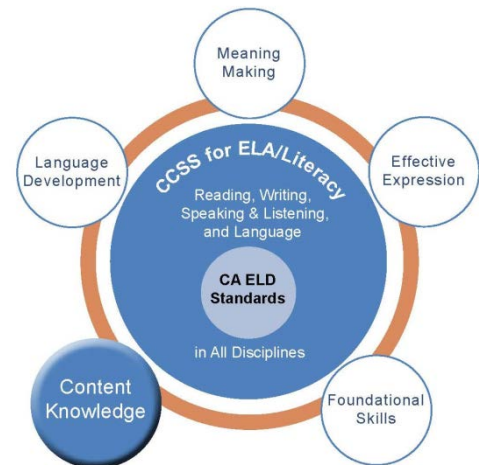
672   As noted in Chapter 3, research indicates

673   that knowledge plays a significant role in comprehension. Therefore, it is crucial that

674   knowledge acquisition is given significant attention throughout the years of schooling.

675   And, given the role that language and literacy play in acquisition of knowledge, it is

676   critical that content instruction include attention to the language arts. In short, as noted

677   in previous chapters:

678   • Content areas must be given adequate time in the curriculum.

679   • Literacy and language instruction should occur across the curriculum

680   (complementing and contributing to content instruction, not replacing inquiry and

681   other content approaches).

682   • Literacy instruction should balance use of literary with informational texts.

683   In this section, the role of informational text is discussed and the value of

684   engaging children in research projects to build knowledge is highlighted. However, it is

685   important to note that wide reading also plays a sizeable role in knowledge acquisition;

686   children should have ample opportunities daily to read texts of their choice at their

687   reading level. Teachers should have an independent reading program. (See Chapter 3

688   for a discussion of wide and independent reading.)

689   ***Engaging with Informational Text***

690   During the elementary years, about half of the texts children engage with

691   (including those read aloud by teachers and those read by the children) are

692   informational texts. Informational texts provide children with exposure to different

693   organizational structures and text features (such as glossaries and headings) in addition

694 to new concepts and the language that represents those concepts. Teachers

695 thoughtfully use informational texts in a coherent program so that knowledge builds and

696 that multiple exposures to concepts and vocabulary occur. In other words, informational

697 texts are thoughtfully selected. They are shared during read aloud time, used as the text

698 of literacy instruction, employed during content instruction, and made available for

699 independent reading. It is important to note that texts on a wide variety of topics should

700 be accessible for independent reading as personal interests can stimulate and be

701 expanded by interactions with texts.

702   Figure 5.8, from the NGA/CCSSO (2010, 33) provides a sample set of texts

703 appropriate for grades two and three that may be used to systematically build

704 knowledge of the human body. Figure 5.9 provides suggestions for other topics. The

705 California Department of Education provides a database--searchable by, among other

706 things, discipline, grade span, and language--of literature for students in preschool

707 through grade 12.

708

709 Figure 5.8. 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)

710

711

712

713

714   Figure 5.9. Texts to Build Knowledge on Topics in Science

Grade Two – Rock Cycle	Grade Three – Solar System
Rocks: Hard, Soft, Smooth and Rough by Natalie Rosinsky (2004)	*Comets, Meteors, and Asteroids* by Seymour Simon (1994)
Everybody Needs a Rock by Byrd Baylor (1995)	*The Moon* by Seymour Simon (2003)
Cool Rocks: Creating Fun and Fascinating Collections by Kompelien (2007)	*Eyewitness Books: Astronomy* by Kristen Lippincott (1994)
A Gift From the Sea by K. Banks (2008)	*Postcards from Pluto: A Tour of the Solar System* by Loreen Leedy (2006)
If You Find A Rock by P. Christian (2008)	*Solar System* by Gregory Vogt
Rocks by Sally M. Walker(2007)	*What Makes Day Night* by Franklyn Branley (1961)
Earthshake – Poems From the Ground Up by L. Westberg Peters (2003)	*The Usborne Complete Book of Astronomy and Space* by Lisa Miles, Alastair Smith and Judy Tatchell (2010)
What Is The Rock Cycle? by Natalie Hyde (2010)	*Stargazers* by Gail Gibbons (1999)
The Rock Factory by Jacqueline Bailey (2006)	*The Moon Book* by Gail Gibbons (1998)
What Are Igneous Rocks? by Molly Aloian (2010)	*The Moon* by Michael Carlowicz (2007)
What Are Sedimentary Rocks? by Natalie Hyde (2010)	*The Big Dipper* by Franklyn Branley (1991)
What Are Metamorphic Rocks? by Molly Aloian (2010)	*The Magic School Bus: Gets Lost in Space, The Magic School Bus: Lost in the Solar System* by Joanna Cole (1992)

715

716   ***Engaging in Research***

717   Opportunities to engage in research during the first years of schooling contribute

718   to children's content knowledge. The writing standards call for students to participate in

719   research projects (W.2-3.7-8) using a variety of resources to gather information.

720   Research projects may be completed in the course of a few hours or over an extended

721   time frame. In grade two children participate in shared research and writing projects; in

722   grade three they begin to conduct research projects on their own.

723   Collaborative research projects promote language development as children

724   communicate their new and existing knowledge and relevant experiences to one

725   another. Speaking and listening standards from the CA CCSS for ELA/Literacy are

726   addressed (SL.2-3.1, especially, and depending upon whether students prepare

727   presentations of their findings, SL.2-3.4), and the collaborative, interpretive, and

728   productive skills outlined in the CA ELD Standards are richly employed when children

729   undertake collaborative projects.

730   **Foundational Skills**

731   Foundational skills continue to be

732   systematically taught during the span, and beyond.

733   As noted previously, the foundational skills are not

734   an end in and of themselves; rather, they are

735   necessary and important components of an

736   effective, comprehensive reading program

737   designed to develop independent and proficient

738   readers with the capacity to comprehend texts

739   across a range of types and disciplines.

740   During the second and third grade span, children progress in their understanding

741   and use of the code. They learn to read multisyllabic words and words with complex

742   spelling patterns. They also dramatically increase the number of high-frequency

743   irregularly spelled words they recognize effortlessly, and the development of fluency

744   with printed language is given significant attention. An overview of the foundational skills

745   in grades two and three is presented here. Grade-level specific guidance is provided in

746   the grade-level sections.

747   *Phonics and Word Recognition*

748   As noted in Chapter 4 (the transitional kindergarten through grade one span),

749   systematic attention must be devoted to ensuring children acquire an understanding of

750   and proficiency with the English alphabetic system during the first years of schooling.

751   Children who understand the code quickly have more access to the information found in

752   and the pleasures derived from engagement with texts. Their language expands, their

753   fluency develops, and their knowledge of texts and the world broadens and deepens

754   (Brady 2012). These gains, in turn, support more advances in literacy. In short, the act

755   of reading launches children onto an upward spiral of achievement (Cunningham and

756   Stanovich 1998), a trajectory toward attaining the ultimate goals of ELA/literacy

757   instruction outlined in Chapters 1-3 of this framework: having the capacities of literate

758   individuals, being broadly literate, and being ready for college, careers, and citizenship

759   in the global and technological age of the 21st century.

760   During kindergarten and grade one, children were taught the skills that enabled

761   them to independently interact with simple texts. Specifically, children acquired

762   phonemic awareness and learned the alphabetic principle. They employed their growing

763   knowledge of the code with decodable text initially and eventually with less-controlled

764   text. The amount of time spent with decodable text in grade one varied by child. Some

765   children need very little time and others need quite a bit. What is vital is that children

766   have sufficient opportunity to apply and practice their skills with texts. What is equally

767   vital is that children are not limited to interactions with decodable texts if they are able to

768   read less-controlled texts.

769   Early in the year in grades two and three, teachers assess the extent to which

770   children grasp the fundamentals of the code and have developed automaticity with

771   basic decoding. They also monitor them closely during instruction on an ongoing basis

772   and adjust instruction accordingly. Additional instruction is provided as needed to

773   ensure that children have the prerequisite knowledge and skills for achievement of the

774   standards for this grade span. Children who are struggling are closely monitored and

775   direct, intensive instruction is given as appropriate. At the same time, teachers work to

776   ensure that children are motivated to learn. They do so, in part, by ensuring that texts

777   and tasks are interesting and within reach while also being sufficiently challenging.

778   In grades two and three, children are taught to read multisyllabic words and

779   words with increasingly complex letter combinations. They recognize and learn the

780   meaning of common prefixes and suffixes. They learn that the English written system,

781   though complicated, is largely logical.

782   Instruction in phonics and word recognition during this span includes:

783   •   Ensuring that students know the sounds of the individual letters prior to

784   introducing larger orthographic units (Ensuring students who use a visual

785   language know the range of ASL handshapes prior to introducing larger

786   orthographic units in ASL and English)

787   •   Teaching the advanced phonic-analysis skills explicitly

788   • Providing initial practice in controlled contexts, such as word lists and decodable
789   texts, in which students can apply newly learned skills successfully
790   • Providing support as children apply their knowledge to new, less-consistent,
791   contexts, such as trade books
792   Spelling instruction complements and supports decoding because both spelling
793   and decoding rely on much of the same underlying knowledge (Joshi, and others 2008-
794   09, Moats 2005-06). In kindergarten and grade one, children developed phonemic
795   awareness and learned to associate graphemes (letters and letter combinations) with
796   sounds. Their spelling was primarily a representation of transparent phoneme-
797   grapheme relationships. (See the discussion of spelling presented previously in this
798   chapter.) During grades two and three, children gain more insights into the logic of the
799   English written system, including learning syllable patterns. The six syllable patterns in
800   English described by Moats (2000) are presented on the following page in Figure 5.10.
801
802   Figure 5.10. 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	ta-ble (preceding syllable is open) bu-gle (preceding syllable is

	therefore whether the vowel is more likely to be long or short)	open) can-<u>dle</u> (preceding syllable is closed) ap-<u>ple</u> (preceding syllable is closed)

803

804   Instruction in phonics and word recognition coincides with instruction in other

805 strands and domains of ELA including fluency, writing, and vocabulary. (Note: This type

806 of sound-based instruction is not applicable to most deaf and hard-of-hearing students.)

807   Instruction for ELs is differentiated based on students' prior literacy experiences,

808 similarities between their primary language and English, and their oral proficiency in

809 English. Students must be carefully assessed in English and their primary language to

810 determine the most appropriate sequence of instruction. Decoding skills that students

811 have developed in their primary language can be transferred to English (August and

812 Shanahan 2006, Bialystok 1997, DeJong 2002, Lindholm-Leary and Genesee 2010)

813 with appropriate instruction in the similarities and differences between the student's and

814 the English writing system. By not re-teaching previously learned skills, students'

815 instruction can be accelerated.

816   Attention to oral language is important, and teachers should ensure that children

817 know the meanings of the words they are learning to decode. Pronunciation differences

818 due to accents from the primary language should not be misunderstood as difficulty with

819 decoding. Although pronunciation is important, overcorrecting it can lead to self-

820 consciousness and inhibit learning. Rather, teachers should check for students'

821 comprehension of what they are reading. Teachers of EL children enrolled in a bilingual

822 program (e.g., dual immersion, two-way immersion, developmental bilingual) use the

823 CA CCSS for ELA/Literacy and the CA ELD Standards in tandem with the CCSS-

824 aligned primary language standards in order to develop students' foundational literacy

825 skills in both the primary language and in English. See the sections for grade level that

826 follow for additional recommendations for foundational skills instruction for ELs.

827   ***Fluency***

828   The development of fluency is a major goal during this grade span. Fluency

829 involves accuracy, appropriate rate, and prosody (expression, which includes rhythm,

830   phrasing, and intonation). Children need sufficient instruction in phonics and word

831   recognition to develop their ability to quickly access printed words. They also need

832   excellent models of fluent reading, such as when the teacher reads aloud. And, most

833   important, they need many opportunities to engage in activities such as choral reading,

834   partner reading, repeated reading, and—especially—independent reading of a wide

835   range of texts that are "not too hard, not too easy" (Moats 1998, 3). The grade level

836   sections in this chapter discuss fluency instruction. Attention to oral comprehension in

837   conjunction with fluency instruction is especially important for ELs. Teachers of all

838   grades need to keep in mind the primary purpose of developing children's fluency with

839   text: Fluency supports comprehension. Children who are fluent with print have the

840   mental resources available to attend to meaning making. Standard 4 (RF.K-5.4) of the

841   Reading Foundational Skills in the CA CCSS for ELA/Literacy makes this purpose clear:

842   Read with sufficient accuracy and fluency *to support comprehension* (italics added). The

843   focus on comprehension is also clear as children use context to confirm or self-correct

844   word recognition and understanding, rereading as necessary.

845

846   **English Language Development in the Grade Span**

847   The key content and instructional practices described above are important for all

848   children, but they are critical for EL children to develop academic English. This

849   development depends on highly skilled teachers who understand not only the core

850   instructional practices in grades two and three, but also how to identify and address the

851   particular language and academic learning strengths and needs of their EL students. In

852   order to support the simultaneous development of both English and content knowledge,

853   teachers must consider how EL children learn English as an additional language, how to

854   meet these needs throughout the day during ELA and other content instruction (through

855   integrated ELD), and how to focus on these needs strategically during a time specifically

856   designated for this purpose (through designated ELD). (For a discussion on integrated

857   and designated English language development, see Chapter 2.)

858   The CA ELD Standards serve as a guide for teachers to design both integrated

859   ELD and designated ELD. They highlight and amplify the language in the CA CCSS for

860   ELA/Literacy that is critical for children in grades two and three to develop in order to

861   maintain a steady academic and linguistic trajectory. They set goals and expectations

862   for how EL children at various levels of English language proficiency interact with

863   content and use English in meaningful ways while they continue to develop English as

864   an additional language. These expectations help teachers target their ELs' instructional

865   needs.

866   **Integrated and Designated English Language Development**

867   *Integrated ELD* refers to ELD throughout the day and across the disciplines for all

868   ELs. In integrated ELD, the CA ELD Standards are used in ELA and in all disciplines in

869   addition to the CA CCSS for ELA/Literacy and other content standards to support ELs'

870   linguistic and academic progress. Throughout the school day, ELs in grades two and

871   three should engage in activities where they listen to, read, analyze, interpret, discuss,

872   and create a variety of literary and informational text types. Through rich experiences

873   that are provided through English, they develop English, and they build confidence and

874   proficiency in demonstrating their content knowledge through oral presentations, writing,

875   collaborative conversations, and multimedia. In addition, when teachers support their

876   students' development of *language awareness*, or how English works in different

877   situations, they gain an understanding of how language is a complex, dynamic, and

878   social resource for making meaning. Through these intellectually rich activities that

879   occur across the disciplines, ELs develop proficiency in understanding and using

880   advanced levels of English and in "shifting register" based on discipline, topic, task,

881   purpose, audience, and text type.

882   *Designated ELD* is a protected time during the regular school day during which

883   teachers use the CA ELD Standards as the focal standards in ways that build *into and*

884   *from content instruction* so that ELs develop critical English language skills, knowledge,

885   and abilities needed for content learning in English. Designated ELD should not be

886   viewed as separate and isolated from ELA, science, social studies, mathematics, and

887   other disciplines but rather as an opportunity during the regular school day to support

888   ELs to develop the discourse practices, grammatical structures, and vocabulary

889   necessary for successful participation in academic tasks across the content areas. A

890   logical scope and sequence for English language development is aligned with the texts

891   used and tasks implemented in ELA and other content instruction.

892   Designated ELD is an opportunity to amplify the language ELs need to develop in

893   order to be successful in school and to augment instruction in order to meet the

894   particular language learning needs of ELs at different English language proficiency

895   levels. Examples of designated ELD that builds into and from content instruction are

896   provided in brief snapshots below. Lengthier vignettes for ELA/Literacy and aligned

897   designated ELD instruction are provided in the grade level sections.

898

Snapshot 5.1 Designated ELD Connected to ELA
In ELA, Ms. Langer provides her students with many opportunities to retell stories in a variety of ways (e.g., during a teacher-led lesson, at an independent literacy station with a peer, orally, in writing). During these retellings, students focus on the overall structure of stories, sequences of events, the central messages or lessons in the stories, and how the characters' words and actions contribute to the chain of events.   During designated ELD time, Ms. Langer works with a group of English learners at the Expanding level of English language proficiency. She continues to promote story retelling by expanding the pool of language resources the children can choose to draw upon during their retellings. She shows her students how in the different stages of stories (*orientation, complication, resolution*), authors use different linking words or transitional phrases to lead the reader/listener through the story. For example, she shows them that in the *orientation* stage, words and phrases useful for orienting the reader to the characters and setting are useful (*once upon a time, one summer's day, in the dark forest*). In the *complication* stage, words and phrases useful for introducing complications or plot twists are useful (e.g., *suddenly, without warning, to her surprise, soon*). In the *resolution* stage, words and phrases for resolving the complications and tying everything up neatly are useful (e.g., *finally, in the end*). These words, Ms. Langer explains, help the story "hang together" better so the reader doesn't get lost.   She posts these linking words and transition phrases in a chart, categorized by stage the three stages (orientation, complication, resolution), and she prompts her students to use the words - first in designated ELD and then in ELA - when they retell stories or write their own stories. For example, in designated ELD, she provides structured opportunities for the children to retell stories the class has read during ELA. The children use pictures from the stories, which they place in sequence, and the chart with the linking words/transition phrases to retell the stories in pairs, each partner taking turns to retell the story in sequence.   As they retell the stories, Ms. Langer encourages them to use literary general academic vocabulary they've been encountering in the stories she reads aloud during ELA. Although she teaches vocabulary during ELA, she focuses on additional general academic vocabulary during designated ELD so that the children will have a greater repertoire of words to draw upon when they write their own stories. She and the children create word banks for the words she teaches (as well as related words the group

adds over time) that she posts for the children to use orally and in writing. The word banks include synonyms for "said" (e.g., replied, scoffed, yelled, gasped); adjectives for describing characters (e.g., wicked, courageous, mischievous, enchanting); adverbials to indicate time, manner, or place (e.g., all summer long, without fear, in the river), and figurative language (e.g., the wind whispered through the trees). She facilitates discussions where students identify and describe the words or phrases authors use (e.g., for different characters or settings) in the stories they're reading in ELA, and the students analyze the effect on the reader that these language choices have.

Primary CA ELD Standards addressed in Designated ELD: ELD.PI.2-3.4, 7, 8, 12a-b (Ex); ELD.PII.2-3.1-2

899

Snapshot 5.2 Designated ELD Connected to History/Social Studies

In social studies, Mr. Torres's class is learning about the importance of individual action and character and how heroes from long ago and the recent past have made a difference in others' lives (e.g., Dolores Huerta, Abraham Lincoln, Harriet Tubman, Yuri Kochiyama**,** Martin Luther King, Jr.). Mr. Torres takes care to emphasize historical figures that reflect his students' diverse backgrounds. The class reads biographies of the heroes, views media about them, and discusses the details of their lives and their contributions to society. Ultimately, they will write opinion pieces about a hero they select.

During designated ELD, Mr. Torres selects some of the general academic vocabulary used in many of the biographies to teach his English learners at the Emerging level of English language proficiency during designated ELD. These are words that he would like for students to internalize so that they can use them in their discussions, oral presentations, and writing about the civil rights heroes, and he knows he needs to spend some focused time on the words so that his ELs will feel confident using them. For example, to teach the general academic vocabulary word "courageous," Mr. Torres reminds the students where they encountered the word (in the biography they read that morning), provides them with a student-friendly definition (e.g., when you're courageous, you do or say something, even though it's a little scary), and models how to use the word through multiple examples (e.g., Dolores Huerta was courageous because she protested for people's rights, even when it was difficult). He then supports the students to use the word in a structured exchange with a prompt that promotes thinking and discussion (e.g., How are you courageous at school? Be sure to provide a good reason to support your opinion). He provides strategically designed open sentence frame that contains the general academic word so that students will be sure to use it meaningfully (At school, I'm *courageous* when ___.). He prompts the students to share their responses in pairs and then to ask one another follow up questions that begin with the words *why, when, what, who* and *how.*

In social studies and ELA, Mr. Torres intentionally uses the words he is teaching during ELD so that his ELs will hear the words used multiple times in multiple situations, and he encourages the students to use the words in their speaking and writing about the heroes they're learning about.

Primary CA ELD Standards addressed in Designated ELD: ELD.PI.2-3.1, 5, 11, 12b (Em) ; ELD.PII.2-3.5 (Em)

900

901

Snapshot 5.3 Designated ELD Connected to Mathematics
In mathematics, Mrs. Cooper teaches her students to solve word problems and how to explain their thinking and justify their arguments for solving a problem a particular way. She models how to solve word problems and thinks aloud for students as she does, using drawing and other visuals to make their thinking process visible. She models how to identify language that reveals what kind of word problem she is solving (e.g., *how many are left, how many are there altogether, how many more)*, how to identify the important information for solving the problem, and how to apply math content knowledge to solve the problems. She provides many opportunities for her students to practice by collaboratively solving word problems with peers and explaining how they solved the problems, using their drawing and writing to justify their assertions.
During designated ELD, Mrs. Cooper works with a small group of ELs at the Expanding level of English language proficiency to help them understand and gain confidence asking and answering questions about problem solving, using mathematical language. She asks them to explain to one another in partners how they solved the word problems they worked on during math instruction, and she posts a few text connectives (first, then, next) as well as a few subordinating conjunctions (because, when, so) to support them in their explanations. She tells them that it is the responsibility of the listening partner to ask clarifying questions when things are not clear or are partially accurate, and she draws their attention to their "collaborative conversations" chart, which has phrases and sentence stems they can use (e.g., Can you explain that again? I'm not sure I understood what you meant by ___.) She listens carefully as the students explain their thinking, and she provides "just-in-time" scaffolding when students have difficulty asking or answering questions.
During math instruction, Mrs. Cooper observes her EL students as they continue to interact with one another as they solve word problems, and she provides judicious corrective feedback to ensure the children are exchanging information and ideas effectively and using the mathematical language appropriately while also applying the correct math practices and content knowledge.
Primary CA ELD Standards addressed in Designated ELD: ELD.PI.2-3.1, 3, 12b (Ex)

902

903

Snapshot 5.4 Designated ELD Connected to Science
In science, Mr. Chen is teaching his students about interdependent relationships in ecosystems. They have planted different kinds of plants in the school garden and are now determining which kinds of insects are beneficial or detrimental to the plants and why. The children engage in collaborative

discussions about the informational texts they read on the topic, the multimedia they view, and what they observe in the garden and record in their science logs.

During designated ELD, Mr. Chen works with the ELs at the Bridging level of English language proficiency. He facilitates a discussion about the language used in the science informational texts the class is reading and language needed to engage in science tasks, such as observing insects in the garden and then discussing the observations or recording them in writing. This language includes domain-specific vocabulary (e.g., *beneficial insects, pests*), general academic vocabulary (e.g., *devour, gather*), and adverbials, such as prepositional phrases (e.g. *with its proboscis, underneath the leaf, on the stem*). He highlights some of the language patterns in the informational texts students are reading (e.g., *most aphids, some aphids, many aphids*), as well as some complex sentences with long noun phrases that may be unfamiliar to students (e.g., *As they feed in dense groups on the stems of plants*, aphids transmit diseases. *Whereas the caterpillars of most butterflies are harmless*, moth caterpillars cause an enormous amount of damage…). He guides the students to "unpack" the meaning in these phrases and sentences through lively discussions.

Mr. Chen provides these examples from the texts and tasks as a model for students to draw upon, and he structures opportunities for the students to practice using the new language. He asks them to provide rich oral descriptions of the characteristics and behavior of the butterflies they have been observing, using their science journals and books the students have at their tables. To support their descriptions, he shows them a chart where he has written the words "characteristics" in one column and "behavior" in another. The class briefly generates some ways to describe the physical characteristics (e.g., head, thorax, abdomen) and behavior (*inserts* its proboscis …, *gathers* pollen on its legs …), and he writes these brainstormed phrases and words on the chart.

The students first describe the characteristics and behavior orally in partners, using a chart Mr. Chen has provided to ensure that the conversations are extended. The chart has reminders for students for effectively contributing to conversations (e.g., take turns, ask good questions, give good feedback, add important information, build on what your partner says).

Following their collaborative conversations, the students write their descriptions in their science journals. Mr. Chen reviews the students' short written descriptions, using a rubric based on the CA ELD Standards and tailored to the writing goals of this unit of study, in order to gain a better understanding of which language resources students are "taking up" and feeling confident about using and which language resources he needs to focus on more intensively.

Primary CA ELD Standards addressed in Designated ELD: ELD.2-3.1, 4, 6, 10, 12b/12; ELD.PII.2-3.3-7

904

905

906   **Grade Two**

907   _____

908   Grade two is an exciting year as children increasingly gain independence with

909   written English and use the code for their own purposes. They engage with

910   progressively more complex high quality literary and informational text, expand their

911   knowledge in the content areas, and continue to develop as communicators. Their

912   vocabularies expand considerably as does their knowledge of language conventions.

913   They work toward achievement of the grade two CA CCSS for ELA/Literacy throughout

914   the day and across the curriculum.

915   This grade-level section provides an overview of overarching themes of ELA/

916   literacy and ELD instruction in grade two. It offers guidance for ensuring ELs have

917   access to ELA and content instruction, including integrated and designated ELD

918   instruction. Vignettes bring several of the concepts to life. The section concludes with

919   listings of the CA CCSS for ELA/Literacy and CA ELD Standards for the grade level.

920   **Key Themes of ELA/Literacy and ELD Instruction in Grade Two**

921   ELA/literacy and ELD instruction focuses on the key themes of **meaning**

922   **making**, **language development**, **effective expression**, **content knowledge**, and

923   **foundational skills**. See Figure 5.11. Instruction should be age-appropriate, carefully

924   sequenced, and responsive to children's needs. Excellent first instruction is of

925   paramount importance, and additional instructional support is provided swiftly when

926   needed. All instruction occurs within the context of a caring, encouraging, and respectful

927   environment that is sensitive to the social, emotional, physical, linguistic, and cognitive

928   needs of young children as it conveys the delight and empowerment that accompanies

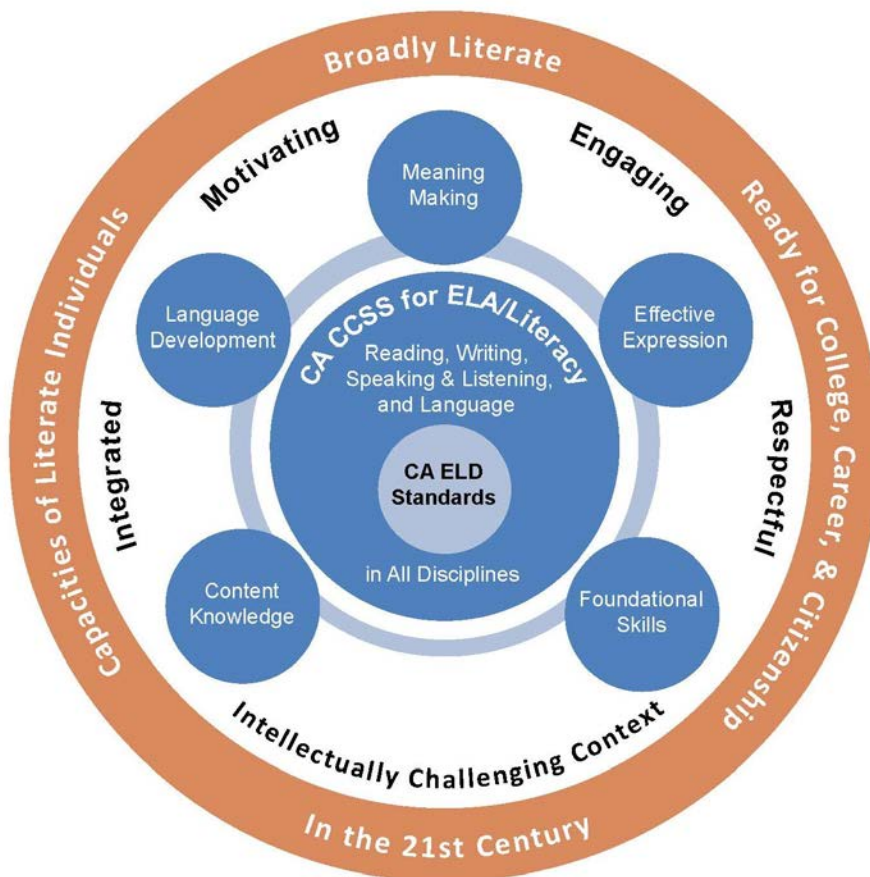929   literacy development.

930

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937   Figure 5.11. Goals, Themes, and Context for the Implementation of the CA CCSS for

938   ELA/Literacy and the CA ELD Standards

939

940

941

942   **Meaning Making**

943   Children in grade two demonstrate increasing

944   independence in gaining meaning from texts they read

945   on their own and from the texts they hear read aloud.

946   Informational texts are selected in response to

947   children's interests and, importantly, in alignment with

948   other areas of the curriculum. The curricular

949   themes/topics addressed in the selected content areas

950   in grade two include the following:
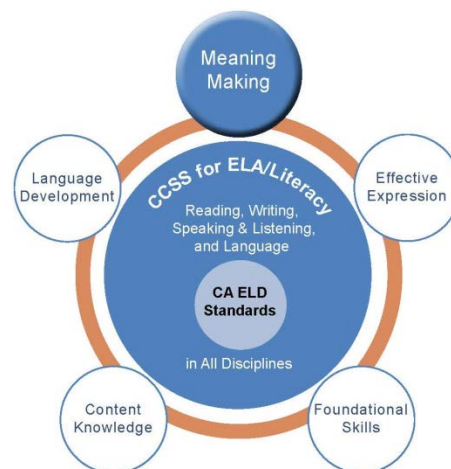
951   • Social Studies Content for Grade Two: People Who Make a Difference

952   Students in grade two explore the lives of actual people who make a difference in

953   their everyday lives and learn the stories of extraordinary people from history

954   whose achievements have touched them, directly or indirectly. The study of

955   contemporary people who supply goods and services aids in understanding the

956   complex interdependence in our free-market system.

957   • Science for Grade Two: – Disciplinary Core Ideas, including ecosystems:

958   interactions, energy, and dynamics; biological evolution: unity and diversity;

959   earth's place in the universe; earth's systems; matter and its interactions; and

960   engineering design; and Topics, including earth's systems: processes that shape

961   the earth; structure and properties of matter; and engineering design (California's

962   Next Generation Science Standards).

963   • Visual and Performing Arts for Grade Two – Students learn about and engage in

964   dance, music, theatre, and the visual arts, including historical and cultural

965   contexts.

966   Children read independently text materials at their reading level. They work on

967   more difficult text with teacher support and instruction. It is crucial that teacher stretch

968   students to engage with more challenging text. Teachers use a variety of strategies to

969   facilitate literal and inferential comprehension. They engage students in discussions,

970   posing questions that take students back to the text to identify the progression of an

971   author's ideas or arguments or to note use of powerful or nuanced language that

972   impacts meaning.

973   **Language Development**

974   Grade two students are taught to describe

975   how words and phrases supply rhythm and

976   meaning in a story, poem or song (RL.2.4). They

977   come to understand the importance of word

978   choice. They also learn to determine the meaning

979   of words and phrases in informational texts

980   (RI.2.4).

981

982   Students learn the following strategies for determining or clarifying unknown or

983   multiple-meaning words in the context of grade two texts and subject matter:

984   • Use sentence-level context as a clue to meaning. (Language Standard 4a)

985   • Determine the meaning of the new word formed when a known prefix is added to

986   a known word. (Language Standard 4b)

987   • Use a known root word as a clue to the meaning of an unknown word with the

988   same root. (Language Standard 4c)

989   • Use knowledge of the meaning of individual words to predict the meaning of

990   compound words. (Language Standard 4d)

991   • Use glossaries or beginning dictionaries, both print and digital, to determine or

992   clarify the precise meaning of key words and phrases. (Language Standard 4e)

993   Students are provided many opportunities to use new vocabulary (Language

994   Standard 6). As noted in the Overview of the Span section of this chapter, it is crucial

995   that students engage in wide reading and that they continue to engage with and discuss

996   text read aloud.

997   **Effective Expression**

998   With instruction and frequent

999   meaningful practice, children become

1000 increasingly skilled at expressing themselves

1001 through writing and in discussions and

1002 presentations. They focus on the message,

1003 including the form it takes, and they learn to

1004 employ grade-level language conventions,

1005 which contribute to the effectiveness of their

1006 expression.

1007   *Writing*

1008   The goal of writing instruction in grade two is to advance children's abilities to

1009 express their thoughts and knowledge skillfully. Children continue to learn that writing is

1010 a meaningful act, and they increasingly recognize that there are more and less effective

1011 ways to convey meaning—and that these ways vary depending upon their purpose and

1012 the content.

1013   Children in grade two make progress in effectively expressing their opinions,

1014 providing information and explanations, and sharing stories (W.2.1-3). They add more

1015 detail to their work than they did as first graders, and they focus more on organization.

1016 They write in response to content they are learning in science, social studies, math, the

1017 arts, and other subjects, and they write in response to literary texts. They write in

1018 moments, such as when they compose a quickwrite or jot notes in their science journal.

1019 They also write over days, taking time to research a topic, reflect on their ideas and their

1020 work, and revise their writing.

1021   In grade two, teachers do the following to support children's writing development:

1022 •   As in earlier grades, they read aloud daily from a broad range of literary and

1023   information texts, highlighting their varied purposes (such as to share an opinion,

1024   inform or explain, or tell a story), structures or organizations (such as narrative,

1025   description, cause and effect), and features (such as tables of contents). Some

1026   texts serve as "mentor" texts, that is, those that are excellent examples of a

1027   particular organization or language use that students may emulate for a specific

1028   task.

1029 •   They model writing, and they write with children using a variety of texts types for

1030   a variety of purposes.

1031 •   They explicitly teach children how to organize different types of writing and

1032   provide opportunities for students to engage in collaborative practice. (W.2.4)

1033 •   They model and engage children in revision and editing of sample texts and their

1034   own writing. (W.2.5)

1035 •   They ensure that children write daily.

1036 •   They ensure that children write for a variety of purposes.

1037 •   They provide multiple opportunities for brief writing experiences.

1038 •   They engage children in writing experiences that span several days and that

1039   undergo revision and refinement.

1040 •   They ensure that children witness the value of writing in their teacher's life and

1041   their own lives.

1042 •   They teach children to write in every area of the curriculum.

1043   • They teach grade-level language conventions explicitly, including spelling,

1044   grammar, and punctuation. (See the Language Conventions discussions

1045   throughout this chapter.)

1046   In grade two, children learn more about writing as a process. They obtain

1047   feedback from others through individual conferences with the teacher and through peer

1048   sharing. Second graders use that feedback to guide revision and editing of their writing.

1049   When children share their writing with others and reflect on the feedback, they learn that

1050   the organization and language choices in their writing impact meaning. They also learn

1051   that writing effectively takes time, attention to feedback, and more than one draft.

1052   An example of a second grade student's narrative and an annotated analysis of

1053   the student's writing are presented in Figure 5.12. The example and annotation are

1054   drawn from Appendix C of the CCSS where examples of other types of writing at this

1055   grade level may be found. The student's work in this example was produced in class,

1056   likely with teacher support. The author demonstrates progress toward achieving W.2.3:

1057   Write narratives in which they recount a well-elaborated event or short sequence of

1058   events, include details to describe actions, thoughts, and feelings, use temporal words

1059   to signal event order, and provide a sense of closure.

1060

1061   Figure 5.12. Sample Student Narrative Writing and Annotation

---

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 wasen't supposed to, and showed my mom and dad. They were suprised 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 wasen'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.

1062

1063   Teachers carefully examine students' writing to determine the student's

1064 achievement of selected objectives, reflect on the effectiveness of their teaching, and

1065 inform subsequent instruction. They involve students in reviewing their work, and they

1066 communicate students' progress with students and families. See the Overview of the

1067 Span in this chapter for suggestions for formative assessment of writing.

1068   ***Discussing and Presenting***

1069   Children in grade two build their discussion skills and converse regularly about

1070 books they have read on their own. They give and follow more complex three- and four-

1071 step directions (SL.2.2) and continue to develop their abilities to ask questions of

1072 speakers to gain information. They plan and deliver a formal narrative presentation that

1073 recounts a well-elaborated event with details, logical sequence, and a conclusion

1074 (SL.2.4a).

1075   ***Using Language Conventions***

1076   Children in grade two continue to learn and apply language conventions in order

1077 to communicate effectively in speaking and writing. See Figure 5.13 for the conventions

1078 to be learned in grade two (L.2.1-2). Children experience these conventions through

1079 teacher modeling, read alouds, and books they read, and they are supported in applying

1080 them in their writing and speaking in rich and meaningful contexts. They learn that the

1081 purpose of conventions is to communicate messages in ways that they can be best

1082 understood.

1083

1084   Figure 5.13. Language Conventions Taught in Grade Two

| Language Standard 1 (conventional grammar and usage in speaking and writing)	Language Standard 2 (conventional capitalization, punctuation, and spelling in writing)
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.	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.

1085

1086   Children learn spelling patterns through direct instruction and through exploration
1087   and close examination of words. A common practice that actively engages children is to
1088   have them sort selected word cards based on a pattern or principle. For example, at the
1089   appropriate time in the instructional sequence, they teacher works with children to learn
1090   about closed and open syllables. The teacher writes carefully selected single-syllable
1091   words on cards for students to sort. She prompts them sort the cards into those with
1092   long vowel sounds and those with short vowel sounds. Children work in pairs to
1093   pronounce each word and to place them in the appropriate column, as in Figure 5.14.
1094   The teacher guides students to the understanding that generally when a vowel is
1095   followed by a consonant in a syllable, the syllable is "closed" and the vowel is
1096   pronounced with its short sound. They eventually apply this understanding to
1097   multisyllabic words, and they learn it may be helpful when they encounter new words in
1098   a text and as they write.
1099   Later, this principle is applied when they learn about doubling letters in word. The
1100   word *apple* is spelled with two *p*'s, although only one is heard. The additional *p* serves
1101   to close the initial syllable (*ap-ple*), thereby signaling a short vowel sound. The word
1102

1103   Figure 5.14. Cards sorted by long and short vowel sounds.

go	bed
me	run
hi	fan
be	pig
I	hot
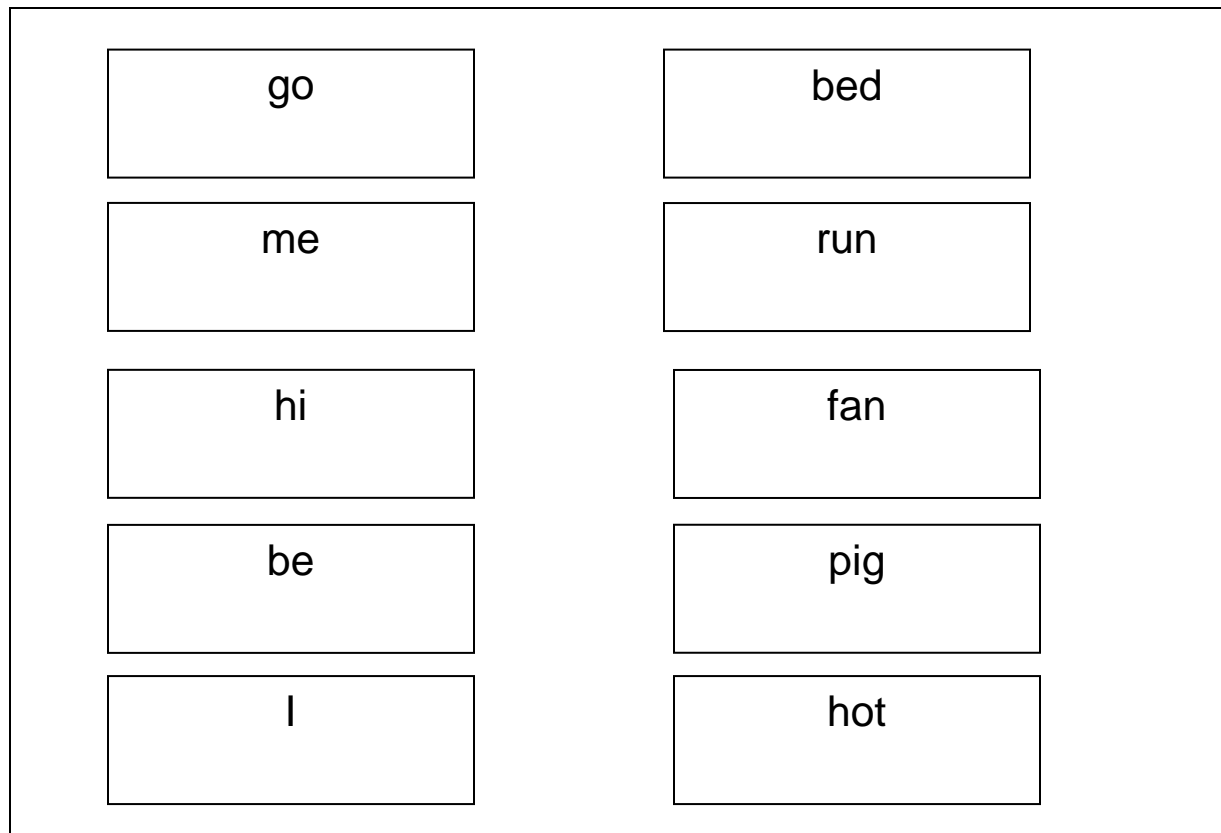
1104

1105   *maple*, on the other hand, does not have a double *p.* The initial syllable is left open (*ma-*

1106   *ple*), thus the word is pronounced with the long *a* sound. Children understand that there

1107   is a logic to doubling letters. There are exceptions, but children develop an appreciation

1108   that learning to read and write written words is not simply a matter of rote memorization.

1109   (As noted previously, deaf and hard-of-hearing students do not have complete access

1110   to the sounds of English and therefore learn these

1111   skills using an alternate, visual route.)

1112   **Content Knowledge**

1113   Children in grade two use their growing

1114   independence in reading to explore interests and

1115   learn content in a variety of disciplines. As a part of

1116   independent reading and content instruction children

1117   have the opportunity to read books that broaden

1118   their understanding of the world around them. They

1119   select books that pique their interest and spur sustained focus. Teachers should have

1120   an independent reading program as specified in the wide reading and independent

1121   reading section in the introduction. See Figure 5.15 for examples of books in science

1122   appropriate for grade two. (See also Chapter 3 for a discussion of wide and

1123   independent reading.)

1124

1125   Figure 5.15. Books Related to Science for Grade Two

Animals and Their Habitats (science)
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, Kelley Macaulay (Author), Bobbie Kalman (Author), 2006.
Pond, by Donald Silver, 1997.
Seashore, by Donald Silver, 1997.
Swamp, by Donald Silver, 1997.

1126

1127   Children discuss and write about what they read on a regular basis and in

1128   connection with shared research topics. Content instruction is an important part of the

1129   instructional day in grade two; it is a time when children practice, and thereby

1130   strengthen, what they are learning in reading, writing, discussing, and presenting while

1131   studying other content subjects.

1132   **Foundational Skills**

1133   In grade two, children continue to develop

1134   decoding and word recognition skills. They learn to

1135   read words with more complex spelling patterns,

1136   two-syllable words, and words with common

1137   prefixes and suffixes. They also increase the

1138   number of irregularly spelled words that they can

1139 recognize by sight. Considerable focus is placed on building fluency with grade-level

1140 text.

1141

1142 ***Phonics and Word Recognition***

1143 Instruction in grade two fosters children's knowledge of and ability to apply

1144 grade-level phonics and word analysis skills in decoding words both in isolation and in

1145 text (RF.2.3). See Figure 5.16.

1146

1147 Figure 5.16. Phonics and Word Analysis Skills in Grade Two with Examples

Standard	Example
a. Distinguish long and short vowels when reading regularly spelled one-syllable words	When children see the printed word *man*, they say the word and indicate that the vowel sound is short. When they see the printed word *ride*, 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 letter combination *igh* in the word *right*, they know to pronounce the word with the long vowel sound. Other vowel teams include *ie* (pie), *ow* (show), and *ue* (blue).
c. Decode regularly spelled two-syllable words with long vowels	When children see the word *reader*, they recognize the long vowel team *ea* and the r-controlled vowel *er* and pronounce the word accurately.
d. Decode words with common prefixes and suffixes.	When children see the word *dislike*, they recognize the prefix *dis-* and the base word *like* and pronounce the word accurately. Other common prefixes include *un-, re-,* and *in-*. Common suffixes include *-s, -ed, -ing, -er*)
e. Identify words with inconsistent but common spelling-sound correspondences	When children see the word *enough*, they pronounce it accurately. They recognize the same spelling pattern in *tough* and *rough*.
f. Recognize and read grade-appropriate irregularly spelled words	When children see the word *does*, they pronounce it accurately. The number of irregularly spelled words that they recognize by sight increases significantly.

1148

1149   Foundational literacy skills are the same for all students who need to learn basic

1150   literacy skills, including ELs who begin learning literacy skills after kindergarten.

1151   However, the way the skills are taught to ELs and how quickly the students can be

1152   expected to acquire the basic skills and move on to higher level reading and writing

1153   depends on their age, cognitive level, and previous oral and written literacy experiences

1154   in their native language and/or in English. Since Reading Foundational Skills of the CA

1155   CCSS for ELA/Literacy are intended to guide instruction for students in kindergarten

1156   through grade five, a special curriculum will need to be developed *adapting these*

1157   *standards* to meet the particular pedagogical and literacy needs of EL students who

1158   begin learning literacy skills after kindergarten or grade one, and addressing the need to

1159   teach foundational literacy skills in an accelerated time frame. In particular, the

1160   curriculum will need to be flexible, so it can address the different profiles of EL students

1161   in grades two and three needing foundational literacy skills instruction. Figure 5.17

1162   provides guidance on how to teach foundational skills to EL children with different

1163   learning needs.

1164

1165   Figure 5.17. Guidance for Teaching Foundational Literacy Skills in Grade Two

1166

1167   *Note:* Reading Standards: Foundational Skills for kindergarten and grade one need to

1168   be adapted for student's age, cognitive level, and educational experience.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading: 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	Students will need instruction in	Review of **Phonological**

Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading: Foundational Skills
proficiency	applying their knowledge of the English sound system to foundational literacy learning.	**Awareness** skills as needed.
Print Skills No or little native language literacy	Students will need instruction in print concepts.	**Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. (RF.K-1.1) **Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K-2.3) **Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)
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).	
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-2.3) **Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)

1169

1170   ***Fluency***

1171   Connections must be made between children's growing insights into the nature of

1172   written English and their application in meaningful text. Children must have

1173   opportunities to employ their developing phonics and word recognition skills as they

1174   read and write. The more children engage with the patterns and words they are

1175   learning, the more quickly the patterns and words become recognized and used

1176   effortlessly in writing. The goal is that children will not have to expend significant

1177   amounts of mental energy decoding or spelling many words as they read and write.

1178   Their focus will be on meaning.

1179   Fluency encompasses accuracy, prosody, and rate. Data from an extensive

1180   study of oral reading fluency revealed the mean words read per minute (rate) by

1181   students in grades one through eight in unpracticed readings from grade-level materials

1182   (Hasbrouck and Tindal 2006). Figure 5.18 presents the means for grade two. The

1183   researchers recommended that students scoring 10 or more words below the 50th

1184   percentile be provided more extensive instruction in fluency. It is important to note,

1185   however, that fluency instruction is not a matter of having students mindlessly race

1186   through text.

1187   Rate is important in that it supports comprehension. In order to use context to

1188   confirm or self-correct word recognition as called for by the CA CCSS for ELA/Literacy

1189   (RF.2-5.4c), children must attend to meaning as they read.

1190

1191   Figure 5.18. 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	.06

1192   *WCPM = Words Correct Per Minute   **Average words per week growth

1193   (Hasbrouck and Tindal 2006)

1194

1195   Fluency rates must be cautiously interpreted with all children. They are

1196   particularly difficult to apply to speakers of languages other than English and to Deaf

1197   and hard-of-hearing students who use American Sign Language. When students

1198   storysign, they are actually interpreting the story from a one language (printed English)

1199   to another (American Sign Language). In this case, fluency rates as listed in the figure

1200   do not apply.

1201   Fluency instruction includes ensuring that children have learned the decoding

1202   and word recognition skills that allow them to identify words as well as opportunities to

1203   practice those skills. It also includes many opportunities to listen to and practice fluent

1204   reading. Teachers serve as excellent models as they fluently read aloud a variety of text

1205   types daily with the intent of sharing a good story or interesting information. Children

1206   practice fluency when they engage in oral reading activities for which they rehearse

1207   (and so read the same text several times to ensure accuracy and appropriate

1208   expression and rate), such as choral reading of poetry or reader's theatre for an

1209   audience of peers or others. Most important, they read high quality literary and

1210   informational texts independently every day. The texts should be at a level of difficulty

1211   that allows children considerable success. Some children may choose to read more

1212   difficult texts occasionally because they are interested in the subject matter or enjoy the

1213   author. They may persist through the challenges. Some children may select texts that

1214   are considerably below their skill level, which limits their opportunities to build fluency as

1215   well as to further develop their comprehension skills and academic language. Children

1216   should be supported in selecting texts for independent reading. Teachers guide children

1217   based on their knowledge of the children's skills and interests.

1218   **An Integrated and Interdisciplinary Approach**

1219   As noted throughout this framework, the CA CCSS for ELA/Literacy and the CA

1220   ELD Standards call for an integration of reading, writing, speaking, and listening. In

1221   addition, these two sets of standards are inextricably linked to every area of the

1222   curriculum. Learning subject matter demands understanding and using its language to

1223   comprehend, clarify, and communicate concepts. The following snapshot illustrates the

1224   integration of the ELA/Literacy strands with science and visual arts.

1225

Snapshot 5.5 Integrated ELA/ELD/Science/Art in Grade Two

Ms. Li's second-grade students eagerly reach into their mystery bags. Without peeking, they touch the object inside the bag, noticing its texture and shape. They shake the bag and listen carefully for sounds the object makes. They open the bag just a bit and waft the air above the opening in their efforts to detect scents. Ms. Li asks the students to turn to a neighbor and share words that describe the object without divulging what they think the object is. Then she invites volunteers to share descriptive words with the whole group and records them on a chart, using enough wait time to elicit many responses. Among the descriptions the students offer are that the object is *rough*, *not too heavy*, *stiff*, and *hard.* They note that it *has points* and *is round.* One student says he feels a *sticky* substance. The teacher asks the students if anyone has an idea of the object's identity. She encourages them to whisper their thoughts to a neighbor and to explain their reasons for their guesses. Then, she asks for volunteers to share their thoughts and their reasons with the entire group. The students are permitted to open their mystery bags and withdraw the object. It is a pine cone!

Ms. Li provides each student with a hand lens and they busily examine their pine cones. She asks them what they see and records these additional observations on the chart. She also records questions that spontaneously erupt from the students: *How many different kinds of pine cones are there? How long do pine cones stay on trees? Are there girl and boy pine cones? How big do pine cones get?*

"Great questions!" Ms. Li says. "Let's see what we can learn!" Having anticipated their curiosity, she offers the students a variety of print resources about pine cones and also makes available the classroom laptops. The students dive into the materials and excitedly talk to each other about what they discover. After allowing them some time to explore the materials, the teacher pulls the group back together and asks them to share. Sometimes Ms. Li asks students to build on the comments of a peer if they have related information or details, and sometimes she asks a student to point out or read aloud the specific language from the resource material that supports what was shared. She also directs the students' attention to the questions they generated earlier and inquires whether they found answers to any of the questions. And, she wonders aloud if there is anything else they want to know now that they have looked at the materials, adding their new questions to the chart. The chart and materials remain available to the students throughout the week and they are encouraged to continue to pursue answers to their questions.

During the week, she has the children once again closely examine the pine cones, which have been kept available in a center along with the text resources. This time they create detailed observational drawings. Ms. Li circulates and uses some of the vocabulary they discussed earlier in the week. The children place their drawings in their art portfolios for later use.

At the end of the week, Ms. Li has the students work in small teams to plan and construct an accordion book about pine cones. Each team makes decisions about what information to include and how to organize their text. Ms. Li reviews the specialized vocabulary they learned from their discussions and

the resource materials and encourages the students use these words in their writing. They draft, revise, and edit their texts and glue into their books the observational drawings they made of their pine cones. With support, the students bind the pages of their book together and then formally share them with the rest of the class.

CA CCSS for ELA/Literacy: RI.2.2, RI.2.7, W.2.2, W.2.4, W.2.5, W.2.7, SL.2.1, L.2.1, L.2.2, L.2.6
CA ELD Standards:PI.2.1-3, 6, 10, 12b; PII.2.1
Next Generation Science Standards:

2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.
Visual and Performing Arts Content Standards:

Visual Arts 2.0: Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Adapted from Yopp, Ruth H. 2006. "Enhancing Hands-on Science Experiences with Informational Text: Learning about Pine Cones." *Science Activities* 43 (3): 31-34.

1226

1227   **English Language Development in Grade Two**

1228   In second grade, EL students learn English, learn content knowledge through

1229   English, and learn about how English works. English language development occurs

1230   throughout the day across the disciplines and also during a time specifically designated

1231   for developing English based on EL students' language learning needs. In integrated

1232   ELD, second grade teachers use the CA ELD Standards to augment the ELA or other

1233   content instruction they provide. For example, after a teacher has read a story multiple

1234   times and then asks students to discuss a text-dependent question with a partner, she

1235   might use the CA ELD Standards to provide differentiated support to her ELs at varying

1236   levels of English language proficiency. She might ask the class the question, "What do

1237   you think the main character learned in this story? How do you know?" She might

1238   support her ELs at the Emerging level of English language proficiency with an open

1239   sentence frame (e.g., I think ____ learned _____ because _____.), which she posts for

1240   them to refer to. She might have the children repeat the sentence frame with her once

1241   or twice before using it with their partner in order to support their use of it. She also

1242   might have them sit near her so that she can prompt them to share their ideas, provide

1243   modeling for them, or provide other forms of substantial scaffolding. ELs at the

1244   Expanding and Bridging levels of English language proficiency will likely require less

1245   linguistic support. However, all students will need varying levels of scaffolding

1246   depending on the task, the text, and their familiarity with the content and the language

1247   required to understand and discuss it. Figure 5.19 shows a section of the CA ELD

1248   Standards a teacher might use in planning this type of differentiated instructional

1249   support during ELA.

1250

1251   Figure 5.19. Using the CA ELD Standards in Integrated ELD

English Language Development Level Continuum		
→---- Emerging ---------→----------- Expanding -------------→--------- Bridging ---------→		
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.	**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.	**5. Listening actively** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

1252

1253   Designated ELD is a protected time during the regular school day during which

1254   qualified teachers work with EL children grouped by similar English proficiency levels

1255   focusing on the critical language students need to develop in order to be successful in

1256   school subjects. Designated ELD time is an opportunity to focus on and help EL

1257   students develop the linguistic resources of English that they need to engage with,

1258   make meaning from, and create content in ways that meet the expectations of the CA

1259   CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD

1260   Standards are the primary standards used during this designated time. However, the

1261   content focus is derived from ELA and other areas of the curriculum. The main

1262   instructional emphases in designated ELD in the second grade are the following:

1263   • Building students' abilities to engage in a variety of collaborative discussions

1264   about content and texts

1265   • Developing students' understanding of and proficiency using the academic

1266   vocabulary and various grammatical structures encountered in second grade

1267   texts and tasks

1268   • Raising students' language awareness, particularly of how English works to
1269   make meaning, in order to support their close reading and skilled writing of
1270   different text types
1271   Students build language awareness as they come to understand how different
1272   text types use particular language resources (e.g., vocabulary, grammatical structures,
1273   ways of structuring and organizing whole texts).This language awareness is fostered
1274   when students have opportunities to experiment with language, shaping and enriching
1275   their own language using these language resources. During designated ELD children
1276   should engage in discussions related to *the content knowledge* they are learning in ELA
1277   and other content areas, and these discussions should promote the use of the language
1278   from those content areas. Students should also *discuss the new language* they are
1279   learning to use. For example, students might learn about the grammatical structures of
1280   a particular complex text they're using in science or ELA, or they might explicitly learn
1281   some of the general academic vocabulary used in the texts they're reading in ELA or
1282   social studies. This intensive focus on language, in ways that build into and from
1283   content instruction, supports students ability to use English effectively in a range of
1284   disciplines, raises their awareness of how English works in those disciplines, and
1285   enhances their understanding of content knowledge. Examples of designated ELD
1286   aligned to different content areas is provided in the "snapshots" in the grade span
1287   section of this chapter, as well as in the "vignettes" in the next section. For an extended
1288   discussion of how the CA ELD Standards are used throughout the day in tandem with
1289   the CA CCSS for ELA/Literacy and other content standards and as the principle
1290   standards during Designated ELD, see Chapter 2.
1291   **ELA/Literacy and ELD in Action**
1292   The research-based implications for ELA/Literacy and ELD instruction have been
1293   outlined above, in the grades two and three grade span section, and in Chapter Two. In
1294   the following section, detailed examples illustrate how the principles and practices
1295   discussed in the preceding sections look in California classrooms. The examples
1296   provided are not intended to present the only approaches to teaching and learning.
1297   Rather, they are intended to provide concrete illustrations of how teachers might enact

1298   the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that

1299   support deep learning for all students.

1300   Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the

1301   importance of reading complex texts closely, intentionally, and thoughtfully to derive

1302   meaning. As Shanahan (2013) has pointed out, the meaning of complex texts is

1303   "hidden" in the text and needs to be discovered through close readings and re-readings.

1304   Accordingly, teachers should prepare repeated reading lessons of complex texts

1305   carefully and purposefully before teaching them, taking into considerations the

1306   challenges and opportunities the text presents, as well as students' readiness to

1307   address these challenges. Teachers should select challenging texts that are worth

1308   reading and rereading, analyze the texts ahead of time in order to determine critical

1309   areas of focus and challenging aspects, and plan a sequence of lessons that build

1310   students' abilities to read the text – and others - with increasing independence. This

1311   requires teachers to analyze the cognitive and linguistic demands of the texts, including

1312   the sophistication of the ideas or content of the text, students' prior knowledge of the

1313   content, and the complexity of the vocabulary, sentences, and organization of the text.

1314   During instruction, teachers should model how to read text closely by thinking

1315   aloud for students, highlighting the literal and inferential questions they ask themselves

1316   and the language and ideas that stand out to them while reading. Teachers should

1317   provide concrete methods for students to read more analytically and guide students to

1318   frequently read complex texts using these methods with appropriate levels of

1319   scaffolding. Second graders need many opportunities to read a wide variety of both

1320   literary and informational complex texts and to discuss the texts they are reading,

1321   asking and answering literal (on the surface) and inferential (below the surface) text-

1322   dependent questions to determine the meanings in the text and to analyze and evaluate

1323   how well authors present their ideas.

1324   Importantly, especially for ELs and other language minority students, and in fact

1325   for all students, teachers should explicitly draw attention to text structure and

1326   organization and to particular language resources (e.g., text connectives, long noun

1327   phrases, types of verbs used) in the complex texts that help authors convey particular

1328   meanings. Examples of specific language resources are text connectives (e.g., *for*

1329 *example, suddenly*, *in the end*), which create cohesion; long noun phrases (e.g., *the tiny*

1330 *green caterpillar hidden behind the leaf*), which expand and enrich the meaning of

1331 sentences; and complex sentences (e.g., *After it rained, the seeds emerged from the*

1332 *soil*), which combine ideas and convey meaning in specific ways (in this case, to show

1333 *when* something happened). Providing students with opportunities to discuss the

1334 language of the complex texts they are reading enhances their comprehension of the

1335 texts while also developing their language awareness.

1336   When planning lessons, teachers should enact the principles and practices

1337 discussed in this chapter and throughout this framework. Lesson planning should look

1338 forward to year-end and unit goals, respond to students' needs, and incorporate the

1339 following framing questions:

1340

1341 Figure 5.20. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
• 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 I'll use? • How will students make meaning, express themselves effectively, develop language, learn content? How will they apply or learn foundational skills? • What types of supports (such as 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?	• 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?
*Scaffolding, accommodations, and modifications are discussed in Chapters 3 and 9.	

1342   **ELA and ELD Vignettes**

1343   The following two vignettes illustrate how a teacher might implement the CA

1344   CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and

1345   considerations for close reading provided above. The first vignette presents a glimpse

1346   into an instructional unit and a closer look at a reading lesson. In this vignette, the focus

1347   of instruction is *close reading* using *text-dependent questions*. The ELA Vignette is an

1348   example of appropriate instruction for all CA classrooms, and additional attention is

1349   provided for using the CA ELA/Literacy and CA ELD Standards in tandem for EL

1350   children. The second vignette presents a designated ELD lesson that builds into and

1351   from the ELA lesson in order to support EL children in their steady development of

1352   social and academic English. This vignette focuses on closer analysis of the language

1353   of the texts students are reading in ELA.

1354   *ELA Vignette*

Vignette 5.1 ELA Instruction in Grade Two:

Close Reading of Narrative Texts

Background: Each month, Mrs. Hernandez's class of thirty-five second graders conducts an author study. Mrs. Hernandez selects the authors based on the rich language used in their books and the many opportunities the literary texts provide for students to make inferences and engage in extended discussions about their ideas. The engaging plots of the texts ensure that the children are excited about reading the books multiple times. This month, the children are enjoying the books of author Kevin Henkes. Mrs. Hernandez's class is comprised of twenty-five children who are native English speakers or bilingual children who are proficient in English. Ten children are ELs. Two are at the Emerging level of English language proficiency, six are at the Expanding level, and two are at the Bridging level.

Lesson Context: Mrs. Hernandez reads aloud some of the Kevin Henkes books, and students read others in small reading groups while their classmates work in partners or small groups at literacy stations (e.g., the listening station, the writing station, the partner reading station). During her read alouds, she sometimes "code switches" between English in Spanish to provide scaffolding for her Spanish-speaking ELs who are fairly new to English. Today, Mrs. Hernandez is working with a small reading group of six children (two are ELs at the Bridging level, and two are native English speakers), and they are reading the book, *Lilly's Purple Plastic Purse*.

Mrs. Hernandez's focus for instruction today is to support her students to read the text closely by thinking about and discussing text-dependent questions. Yesterday, the group read the book for the first time, and Mrs. Hernandez asked text-dependent questions focused on literal comprehension. Today, she will stop at strategic points in the text and will guide the children to discuss text-dependent questions focused on inferential comprehension of the text. The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will answer "on-the-surface" and "below-the-surface" text dependent questions while reading a text closely.

Primary CA CCSS for ELA/Literacy Addressed:
RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; RL.2.3 - Describe how characters in a story

---

respond to major events and challenges; W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; SL.2.1 - Participate in collaborative conversations with diverse partners …

Primary CA ELD Standards Addressed (Bridging level shown):
ELD.PI.1 - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback; ELD.PI.3 - Offer opinions and negotiate with others in conversations …; ELD.PI.6 - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts … with light support; ELD.PI.11 - Support opinions or persuade others by providing good reasons and detailed textual evidence …

Lesson Excerpts: Mrs. Hernandez signals for her class to proceed to their literacy stations, and within moments, her reading group is seated at the teaching table with their materials. She points to the "On-the-Surface" question card in front of her and has the children read what is written on it. She reminds the children that they used the questions to read the story the previous day, and she also reminds them that good readers are constantly asking themselves questions about what they're reading.

On-the-Surface Question Card
What is this part mostly about?
What is happening?
Who is involved in what's happening?
When and where is it happening?

Mrs. Hernandez: Yesterday, we learned a lot about Lilly, didn't we? Can anyone tell me what we know about this book so far?
Jamal: It's about Lilly. She's a mouse. At the beginning, she really likes her teacher, but then she was being really annoying, and he took her purse, so she was mad. (Pauses.)
Ana: I have something to add on to you. Then Mr. Slinger gave her back her purse, and she liked him again.
Mrs. Hernandez: Okay, that was a nice review of what we discussed yesterday, and great use of the word "annoying," Jamal. Today, we're going to go below the surface to read the story even more closely.

Mrs. Hernandez places the "below-the-surface" card on the table and asks the students to read what's written on it with her. She explains that they'll be using this card to ask themselves questions as they read today.

Below-the-Surface Question Card

How does the author let us know _____?
Why does ___ happen? How do we know?
What if _____? How do we know?
Would _____? How do we know?

Mrs. Hernandez: Often, the author will not come right out and tell you what is happening or what a character is thinking or feeling, so you have to go "below the surface" to get to the meaning. These questions will help us to do that.

Mrs. Hernandez asks her students to re-read the text with her. At strategic points, she stops and poses a few text-dependent questions from the card and has the children discuss them, locating evidence in the book to support their ideas. She has modeled this numerous times during teacher read alouds and has engaged the students in discussions about these types of questions, but this

is a relatively new task for students to do with the texts they're reading themselves. Discussing the "below-the-surface" questions is challenging for the children at first, and Mrs. Hernandez guides them in articulating their thoughts and finding the textual evidence to support their ideas.

> Mrs. Hernandez: Why do you think Mr. Slinger wasn't angry at Lilly for drawing and writing mean things about him?
> Steven: I think he wasn't angry because he's nice. And he's a teacher, so he has to be nice.
> Elodie: I have something to add on to what you said. I think he wasn't angry because he saw that Lilly was really, really sorry.
> Mrs. Hernandez: What do you think, Charles?
> Charles: I agree with Steven that Mr. Slinger is a nice teacher, but I also agree with Elodie. I think he wasn't angry because he saw Lilly was sorry. She did all those things.
> Mrs. Hernandez: Hmm. Can you say more about what "all those things are?"
> Charles: (Shrugs).
> Mrs. Hernandez: Let's go into the book to see if we can find some textual evidence to support your idea. (Pauses and waits so the children have an opportunity to find evidence on their own.)
> Jamal: I think he saw she was really sorry because it says she wrote a letter and drew a picture. The story says that Lilly is really sorry and everyone forgave her. And in the picture, it says he's kind, good, and nice.
> Sara: I have something to add on to you. Lilly's father baked some no-frills cheese balls, and her mother wrote a note. And then on this page, he tastes the cheese balls and reads the note. And then he says "wow."
> Eva: Yeah, that's a good idea, Sara. I think Lilly was proving she was really, really sorry, and he had to forgive her.
> Mrs. Hernandez: What do you think he meant when he said "wow."
> Eva: I think he meant "I forgive you."
> Jamal: I think he meant he wasn't angry at her anymore.
> Mrs. Hernandez: Okay, so it sounds like you found evidence that Mr. Slinger wasn't angry with Lilly anymore just because he was a nice teacher. It looks like the evidence shows that he forgave her because she did all those things you discussed to deserve forgiveness. Do you think he could see that she was really sorry?
> Children: (In unison.) Yes!

At the end of the lesson, Mrs. Hernandez sends the group to the writing station to complete a writing task in partners. Their task is to choose one of the text-dependent questions they discussed during reading group, discuss it again, and then use a template for writing their opinion with the supporting textual evidence. Mrs. Hernandez has guided the class to do this before with whole class read alouds, but this will be the first time the children will be doing it on their own. Before placing their opinion pieces in their writing folders to review the next time they meet with Mrs. Hernandez for small reading group, they must first share with another partner and get feedback on whether their statements make sense and whether the textual evidence was strong enough to support their idea.

Teacher Reflection and Next Steps

The next time this reading group meets with Mrs. Hernandez, she'll guide them to think more deeply about the meanings the author is trying to convey in the text. She'll use a "Deeper Dive" question card to guide them with text-dependent questions.

Deeper Dive Question Card
What does the author want us to *understand about* _____?
How does the author use special words to show us _____?
How does the author play with *language* to add to meaning?

Teacher Reflection and Next Steps: When Mrs. Hernandez meets with her second grade teaching team, she shares how the reading group went. Even though the "Below-the-Surface" text-dependent questions were challenging for her students, she could see that they were

engaged in talking about the text and finding evidence to support their ideas. She's noticed that recently, during collaborative conversations about the texts she reads aloud, her students have been attending much more to what it says in the text rather than relying solely on background knowledge or guessing. She concludes that it is the attention she gives to text-dependent questions in both small reading groups and whole group read alouds that is contributing to her students' development of these skills.

Resources
Web Sites:
- Achieve the Core has resources for creating text-dependent questions, as well as sample lessons (achievethecore.org).

Recommended Reading:
Boyle, N. (2013). Closing in on Close Reading. *Educational Leadership* 70 (4): 36-41.

1355

1356   ***Designated ELD Vignette***

1357   The example in Vignette #1 illustrates good teaching for all students. In addition

1358   to good first teaching with integrated ELD, EL children benefit from intentional and

1359   purposeful designated ELD instruction that stems from and builds into content

1360   instruction. The following vignette illustrates how designated ELD can build from and

1361   into lessons on close reading during ELA.

1362

Vignette 5.2 Designated ELD Instruction in Grade Two:
"Doing" Verbs in Stories

Background: Mrs. Hernandez's class is conducting an author study on Kevin Henkes (see Vignette #1 above). Mrs. Hernandez has observed that her ELs at the Expanding level of English language proficiency are finding the inferential text-dependent questions she poses during teacher read alouds and in small reading groups challenging, especially when the language the author uses is somewhat nuanced.

Lesson Context: Mrs. Hernandez meets with her second grade teacher colleagues to discuss her observations, and the other teachers share that some of their students are experiencing the same types of challenges. As the team examines the types of questions students are having difficulty with, they discover that some of them have to do with how the author shows how a character feels or what they are thinking.

When they look in the storybooks for examples of this use of language, they discover that there are quite a few instances. For example, in the Kevin Henkes book, "Chrysanthemum," instead of writing "She's sad," Henkes writes that the main character "wilts" when her classmates tease her about her name. Instead of writing "She's nervous," he writes that she drags her feet in the dirt. Using resources from a series of recent professional learning sessions provided by their district, Mrs. Hernandez and her colleagues plan a series of ELD lessons that delve deeper into how authors use different types of verbs to show how a character is feeling. The learning target and cluster of CA ELD Standards for today's lesson, where she will work with a group of EL children at the Expanding level of English language proficiency, are the following:

Learning Target: The students will describe how the author uses verbs to show how a character is thinking or what they are feeling.
Primary CA ELD Standards Addressed (Expanding level shown): *ELD.PI.2.1 - Contribute to class, group, and partner discussions … ; ELD.PI.2.6 - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of*

multimedia with moderate support; ELD.PII.2.3 - Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.

Lesson Excerpt: During designated ELD, Mrs. Hernandez explains to her students that they're going to be looking carefully at one way that Kevin Henkes makes his writing so interesting. She tells them that they'll be looking at how Henkes uses "doing" verbs to show how his characters are feeling or what they're thinking. She opens the book "Chrysanthemum" to the page just after the complication stage of the story began.

> Mrs. Hernandez: Children, remember when we read Chrysanthemum, and how the children teased her because of her name? Here it says, "Chrysanthemum wilted." How does Kevin Henkes show how Chrysanthemum is feeling at this point in the story?
> Noé: She's sad because they're teasing her.
> Mrs. Hernandez: Yes, she is sad. But Kevin Henkes doesn't just say, "she's sad," does he? He uses the word "wilted" for a reason. Usually, we use the word "wilt" when a flower is dying and folding over like this (acting out the word). Let's say the word "we're wilting" together and pretend we're flowers wilting. Ready?
> Children: (Chorally, while acting out the word) We're wilting.
> Ibrahim: That's how Chrysanthemum felt. She felt like the flower when it's wilting. It feels sad.
> Noé: (Excited). And Chrysanthemum is a flower, too!
> Mrs. Hernandez: That's right. So, what you're saying, is that Kevin Henkes didn't just tell us "she's sad." Instead, he showed us how she was feeling, and he used a doing verb, "wilt." We're going to take a look at some other times that Kevin Henkes uses doing verbs to show how characters are feeling.

Mrs. Hernandez shows the children a chart she's made. On one side of the chart, there's a place to record what it says in the Kevin Henkes books, and on the other side, there's a place for the children to decide what it means using being or sensing verbs. She explains that examples of being/having verbs are sentences such as "I am a teacher" or "I have a pencil." Examples of thinking/feeling verbs are "She thought it was recess time" or "She felt happy." She doesn't dwell too much on the terms as she'll be building the children's knowledge of them over the next few weeks.

Mrs. Hernandez continues to find instances in "Chrysanthemum" where the author uses "doing" verbs to show things. She reads the sentence, discusses its meaning with the children, and has them turn to a partner to discuss what the sentence means using being/having or thinking/feeling verbs. She asks students to share their ideas, and she writes them on the chart, which is provided below. As she writes the sentences, she uses a different color for the verbs in each column.

Using Verbs to "Show"		
Story	What it says - Showing (doing verbs)	What it means - Telling (being/having & thinking/feeling verbs)
Chrysanthemum	Everyone *giggled* upon hearing Chrysanthemum's name.	They *thought* her name was funny.
	Chrysanthemum *wilted*.	She *was* very sad.
	Chrysanthemum *walked* to school as slowly as she could.	She *was* nervous about going to school.
	She *loaded* her pockets with her most prized possessions and her good luck charms.	She *didn't feel* safe.

> Mrs. Hernandez: What do you notice about the verbs the author is using, the ones in the left hand column (pointing)?
> Noé: They author is showing the characters are doing something. They're not feeling or thinking about it.

Mrs. Hernandez: Yes, that's one way authors make their writing more interesting. Sometimes they show how a character is feeling, and they use "doing" verbs. Over the next couple of weeks, we're going to be talking a lot about different types of verbs. Today, we're going to start writing down some of the different types we find.

Mrs. Hernandez shows the children another chart, one with four columns. She writes the verbs that are in each of the sentences in the left hand column. The chart Mrs. Hernandez starts is provided below.

Different types of verbs in Kevin Henkes books			
doing	thinking/feeling	being/having	saying
giggled wilted walked loaded	thought didn't feel	was	

Mrs. Hernandez explains that there are still a lot of "thinking/feeling" and "being/having" verbs in a story, and there are many "saying" verbs because there is a lot of dialogue in stories, but right now, they are focusing on the "doing" verbs that show how a character is feeling or what they're thinking. She tells them that they may also find examples of "saying" verbs that do this. For example, if an author may write "She sighed," to show that a character is disappointed or sad.

Mrs. Hernandez tells the children that their task is to be "language detectives." She has the students work in groups of three to find other examples in Kevin Henkes' books where Henkes' shows how a character is feeling or what they are thinking through "doing" or "saying" verbs. She gives the triads copies of several Kevin Henkes books, along with graphic organizers like the one she used to model the task with examples from each book in the left hand column and a space for the students to write their "translations" in the right hand column. She tells the students that their task is to find the sentence in the text, determine what the sentence means, write it in their graphic organizer, and discuss why the author used the doing verb instead of using a being/having or thinking/feeling verb. As the students engage in the task, she ovserves their discussions and provides scaffolding when needed. Once the time for the task is up, she calls the students back to the rug to discuss their findings and add them to the chart, which Mrs. Hernandez will post in the room so that the children have models for their own story writing.

Teacher Reflection and Next Steps
At their next collaborative planning meeting, Mrs. Hernandez meets with her second grade teacher colleagues to discuss how the lessons went. She shares that although the task was challenging at first, her students were engaged in their "language detective" work, and the groups had lively discussions about how the language they found made meaning. In addition, Mrs. Hernandez was pleasantly surprised by how easy it was for the students to discuss different types of verbs.

Lesson based on Schleppegrell, 2010.

Recommended Reading:
Schleppegrell, M. (2010). Supporting a "reading to write" pedagogy with functional grammar. In Caroline Coffin (ed.). *Language support in EAL contexts. Why systemic functional linguistics*? (Special Issue of NALDIC Quarterly). NALDIC, Reading, UK.

1363

1364 **Conclusion**

1365   The information and ideas in this grade-level section are provided to guide

1366 teachers in their instructional planning. Recognizing California's richly diverse student

1367 population is critical for instructional and program planning and delivery. Teachers are

1368   responsible for educating a variety of learners, including **advanced learners**, **students**

1369   **with disabilities**, **ELs at different English language proficiency levels**, **Standard**

1370   **English learners**, and other **culturally and linguistically diverse learners**, as well as

1371   **students experiencing difficulties** with one or another of the themes presented in this

1372   chapter (meaning making, effective expression, language development, content

1373   knowledge, and foundational skills).

1374   It is beyond the scope of a curriculum framework to provide guidance on meeting

1375   the learning needs of every student because each student comes to teachers with

1376   unique needs, histories, and circumstances. Teachers must know their students well

1377   through appropriate assessment practices and other methods in order to design

1378   effective instruction for them. They need to adapt and refine instruction as appropriate

1379   for individual learners. For example, a teacher might anticipate before a lesson is taught

1380   --or observe during a lesson--that a student or a group of students will need some

1381   additional or more intensive instruction in a particular area. Based on this evaluation of

1382   student needs, the teacher might provide individual or small group instruction or adapt

1383   the main lesson in particular ways. Information about meeting the needs of diverse

1384   learners, scaffolding, and modifying or adapting instruction is provided in Chapters 3

1385   and 9.

1386   Second grade children are well on the road to discovering what brand new ideas

1387   and fresh new language they can explore and express in their reading and writing. They

1388   feel pride in consolidating the early literacy skills they have acquired and excitement for

1389   the new worlds opening to them in different subjects through language they hear and

1390   speak. May they uncover new vistas to investigate and passions to pursue.

1391

1392   Figure 5.21. 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 as partners in their children's 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 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 framework.

1393

1394   **Grade Three**

1395

1396   Grade three is an important year as children begin to consolidate their

1397   independence in reading and writing and focus increasingly on building content

1398   knowledge. They engage with progressively more complex high quality literary and

1399   informational text and continue to develop as communicators. Their vocabularies

1400   continue to expand as does their knowledge of language conventions. They work

1401   toward achievement of the grade three CA CCSS for ELA/Literacy throughout the day

1402   and across the curriculum and they continue to make progress toward acquiring the

1403   capacities of literature individuals, becoming broadly literate, and being ready for what

1404   the future offers. (See Chapters 1 and 3.)

1405   This grade-level section provides an overview of overarching themes of ELA/

1406   literacy and ELD instruction in grade three. It offers guidance for ensuring ELs have

1407   access to ELA and content instruction, including integrated and designated ELD

1408   instruction. Brief snapshots and longer vignettes of classroom practice bring several of

1409   the concepts to life. The section concludes with listings of the CA CCSS for

1410   ELA/Literacy and CA ELD Standards for grade three.

1411   **Key Themes of ELA/Literacy and ELD Instruction in Grade Three**

1412   Instruction in ELA/literacy should be appropriately challenging, focused on clear

1413   objectives, carefully sequenced, and responsive to children's needs. Furthermore,

1414   instruction should occur in an inviting and empowering context that sparks children's

1415   interests, stimulates meaningful purposes to engage with written language, encourages

1416   collaboration and communication among children, and values and acknowledges

1417   children's accomplishments. In this section, the key themes of ELA/literacy and ELD

1418   instruction are discussed: **meaning making**, **language development**, **effective**

1419   **expression**, **content knowledge**, and **foundational skills**. See Figure 5.22.
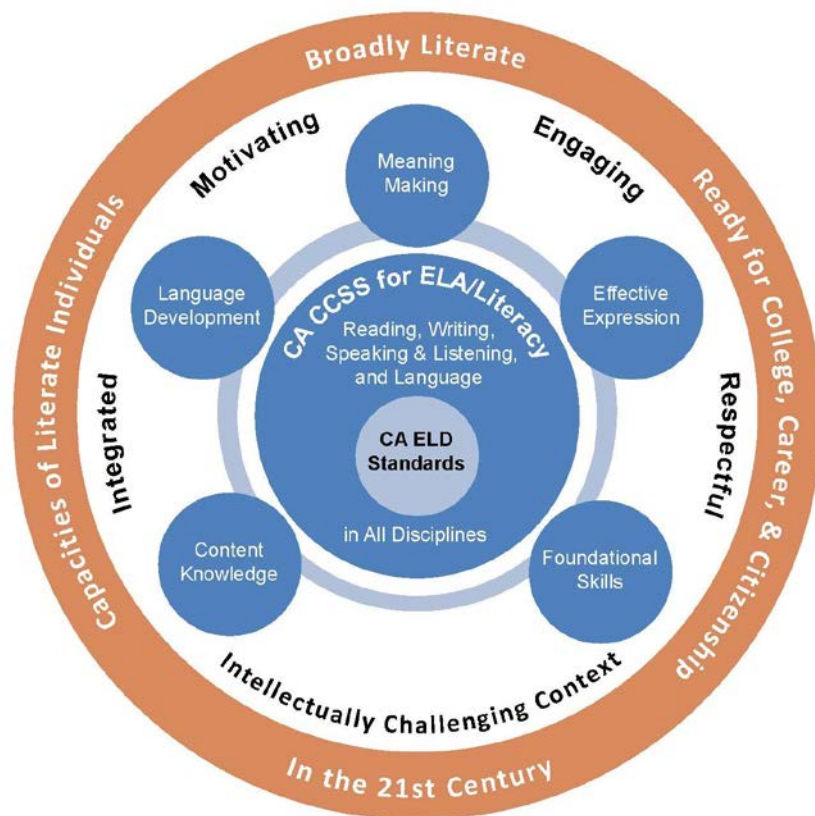
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1426   Figure 5.22. Goals, Themes, and Context for Implementation of the CA CCSS for

1427   ELA/Literacy and the CA ELD Standards

1428

1429   **Meaning Making**

1430   Comprehension of text is of vital importance

1431   and is given significant attention in the ELA/Literacy

1432   program and throughout the curricula. It is the focus

1433   of the CA CCSS for ELA/Literacy Standards for

1434   Reading Literature and Informational Text.

1435   Furthermore, it is the very reason students develop

1436   the Foundational Skills. Without the ability to decode

1437   previously unencountered words and to read

1438   fluently, children will be unable to appreciate and
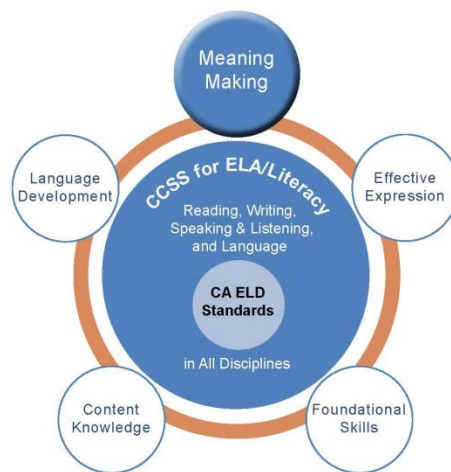
1439   gain knowledge and pleasure from text. They will miss opportunities for inspiration,

1440   entertainment, and to learn about their social and natural worlds.

1441   By the end of grade three, children are expected to independently and

1442   proficiently read texts at the high end of the grades two and three complexity band

1443   (RL/RI.3.10). This requires excellent instruction that focuses on providing children with

1444   the skills to successfully comprehend challenging text. Teachers ensure students use

1445   comprehension strategies, such as questioning, predicting, summarizing, and

1446   monitoring. (See Overview of the Span). They ensure that they have the requisite

1447   decoding skills and that fluency is well developed. They teach and otherwise foster

1448   students' vocabulary and their ability to interact meaningfully with complex sentence

1449   and discourse structures.

1450   In addition, teachers recognize that comprehension of text is limited by children's

1451   knowledge of the world, just as it is limited by their academic language and decoding

1452   skills. Thus, content area instruction is also a high priority in California's classrooms.

1453   Informational texts that are read aloud to students, made available for independent

1454   reading, and used for literacy and content instruction are carefully selected to build on

1455   themes and concepts addressed in the grade three curriculum. The curricular

1456   themes/topics addressed in the content areas in grade three include the following:

1457   • History-Social Studies Content: Continuity and Change

1458   Students in grade three learn more about our connections to the past and the

1459   ways in which particularly local, but also regional and national, government and

1460   traditions have developed and left their marks on current society, providing

1461   common memories. Emphasis is on the physical and cultural landscape of

1462   California, including the study of American Indians, the subsequent arrival of

1463   immigrants, and the impact they have had in forming the character of our

1464   contemporary society.

1465   • Science for Grade Three: – Disciplinary Core Ideas, including from molecules to

1466   organisms: structures and processes; ecosystems: interactions, energy, and

1467   dynamics; heredity: inheritance and variation of traits; biological evolution: unity

1468   and diversity; earth's systems; earth and human activity; motion and stability:

1469   forces and interactions; engineering design; and Topics, including inheritance

1470   and variation of traits: life cycles and traits; interdependent relationships in

1471   ecosystems; weather and climate; forces and interactions; and engineering

1472   design (California's Next Generation Science Standards).

1473   • Visual and Performing Arts

1474   Visual and Performing Arts Students learn about and engage in dance, music,

1475   theatre, and the visual arts, including historical and cultural contexts.

1476   Importantly, teachers also know that motivation and engagement impact meaning

1477   making. They provide students with choices of texts and tasks, ensure they share texts

1478   worth reading, and enact the recommendations presented in Figure 5.2 at the beginning

1479   of this chapter.

1480   **Language Development**

1481   Students learn academic language as they

1482   engage with text and discuss ideas. They are taught to

1483   determine the meaning of words and phrases as they

1484   are used in literature and to distinguish literal from

1485   nonliteral language (RL.3.4). They also learn to

1486   determine the meaning of general academic and

1487   domain-specific words and phrases in informational

1488   texts (RI.3.4).

1489   Students learn the following strategies for

1490   determining or clarifying unknown or multiple-meaning

1491   words in the context of grade three texts and subject matter:

1492   • Use sentence-level context as a clue to meaning. (L.3.4a)

1493   • Determine the meaning of the new word formed when a known affix is added to a

1494   known word. (L.3.4b)

1495   • Use a known root word as a clue to the meaning of an unknown word with the

1496   same root. (L.3.4c)

1497   • Use glossaries or beginning dictionaries, both print and digital, to determine or

1498   clarify the precise meaning of key words and phrases. (L.3.4d)

1499   They are provided many opportunities to use new vocabulary (L.3.6) as they interact

1500   with peers and others about topics they are learning.
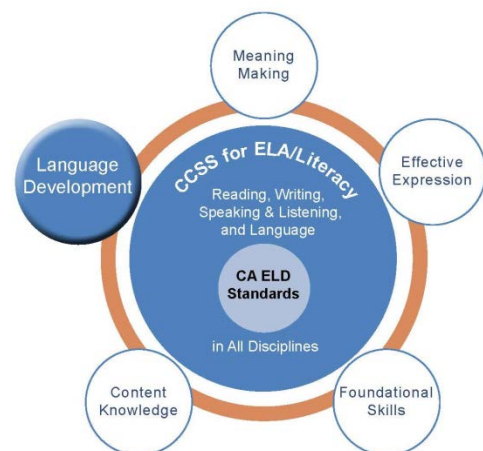
1501   Students acquire new vocabulary through a multifaceted vocabulary instruction,

1502   one that ensures extensive exposure to language, fosters word consciousness, teaches

1503   some words directly, and teaches word learning strategies, such as using morphology,

1504   context, and reference materials (e.g., dictionaries). They read a wide variety of

1505   materials and genres and continue to listen to text

1506   read aloud. See Chapter 3 and elsewhere in this

1507   chapter for additional guidance.

1508   **Effective Expression**

1509   Writing, discussing, and presenting are

1510   means by which students express themselves—

1511   their knowledge, understandings, opinions,

1512   responses, and dreams. Effective expression is a

1513   significant focus of every grade level, and students

1514   in grade three receive systematic instruction along with ample opportunities to engage

1515   in meaningful activities that demand these forms of expression.

1516   *Writing*

1517   At least one hour a day should be devoted to writing in grade three, according to

1518   a panel of experts that examined the research on effective writing instruction (Graham,

1519   and others 2012). Students are provided systematic instruction in the techniques,

1520   strategies, and skills of writing for about half of the time; the other half occurs as

1521   students write throughout the day in multiple contexts and content areas. The call for an

1522   integrated curriculum is realized in part when students write in each content area to

1523   record, convey, and discover their understandings.

1524   Students in grade three continue to write for a variety of purposes—to express

1525   opinions, share information or provide explanations, and to tell real or imagined stories.

1526   More attention is given to organization and detail than in previous grade levels.

1527   Teachers provide models and careful guidance.

1528   In addition, students in grade three learn more about the writing process as they

1529   plan, revise, and edit their work in response to feedback from adults and peers.

1530   Students are taught that writing involves much more than putting words on a page and

1531   moving on to the next task. They learn to prepare for writing by gathering information,

1532   brainstorming ideas, organizing their ideas, and writing a draft. They share preliminary

1533   drafts with teachers and peers and use feedback and suggestions to revise their work.

1534   They rewrite their work, perhaps reorganizing it, using different word choices or

1535   sentence structures, or including different ideas to strengthen their product. They edit

1536   their work, correcting as necessary spelling, punctuation, capitalization, and grammar.

1537   Some of their work is published in a class book, posted on the class website, displayed

1538   on a hallway wall, or included in a school newsletter to families.

1539   As they learn about the writing process, grade three students are taught how to

1540   review one another's work and how to give and receive constructive feedback. First and

1541   foremost, the focus of peer feedback is on the substance of the work, not the proper use

1542   of conventions (although students will notice that use of conventions contributes to

1543   communication). For example, teachers may, after modeling, solicit positive and specific

1544   comments from students about a peer's draft that was read aloud to the class. Teachers

1545   may ask for specific compliments about the opening, asking the author to reread it to

1546   the group. Or, teachers may ask the students to comment on interesting vocabulary in

1547   the work, or how the work made them feel. Engaging students in partner sharing,

1548   teachers may provide a form on which students respond to questions about their peer's

1549   work: What did you especially like about the work? What sentence was most interesting

1550   or powerful? What did you learn? Eventually, students made be guided to offer

1551   constructive suggestions: What would you like to see added? What might be explained

1552   differently? Give one specific suggestion to the author.

1553   Writing Standard 1 for grade three calls for students to "Write opinion pieces on

1554   topics or texts, supporting a point of view with reasons"(underlining added). The ability

1555   to provide reasons for opinions in the elementary years contributes to the achievement

1556   of one of the capacities of literate individuals discussed in Chapter 1 of this framework:

1557   They value evidence. Using evidence to make a point and following a line of

1558   argumentation in texts or other forms of presentation are crucial abilities in college,

1559   careers, and civic participation. This skill—that is, using and seeking evidence for a

1560   position—begins in the elementary years.

1561   In grade three, students are expected to learn keyboarding skills. Fluency with

1562   keyboarding frees students to devote more time to their ideas and the effective

1563   expression of those ideas. In fact, word processing makes engaging in the writing

1564   process easier and students delete, cut and paste, and move text (Graham, and others

1565   2012)

1566   Figure 5.23 presents an informative/explanatory text written in class by a third

1567   grader (CCSS Appendix C). An annotation (also drawn from Appendix C) follows the

1568   student's work. Examples of other types of writing, specifically a narrative work and an

1569   opinion work, with annotations are available in Appendix C of the CCSS and

1570   at EdSteps, a site established by the Council of Chief State School Officers.

1571   Formative assessment of student writing is crucial as it provides valuable

1572   information that informs immediate and subsequent instruction. Teachers use what they

1573   observe about students during instruction to provide scaffolds and adjustments in the

1574   moment. That is, they may provide additional explanation and examples or break a task

1575   into smaller steps if students are struggling. Or, they may expand options or add

1576   complexity to demands of the task if students demonstrate a preparedness for more

1577   challenging work. Teachers also use information gleaned during conferences with

1578   students or upon review of their written work. See the Overview of the Span.

1579

1580   Figure 5.23. Informative/Explanatory Writing Sample, CCSSO Appendix C

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 horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the white line on it face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats

Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes,tails,and legs. Whites are white all over.

Breeds I Like

I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

1581

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 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 it's own. In about less than a minute the foal tries to get up and walk on it's 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 the 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.

1582
1583

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!

1584
1585

1586 Figure 5.23. Informative/Explanatory Writing Sample (Appendix C, NGO/CCSSO 2010)

1587 (continued)

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).

1588

1589   ***Discussing***

1590   Students continue to develop and refine previously-acquired discussion skills and

1591 behaviors. They follow agreed-upon rules, seek clarification when necessary, and

1592 articulate their ideas clearly. They are respectful, listening carefully to one another and

1593 valuing all contributions. At the same time, they feel comfortable disagreeing and

1594 expressing opinions or interpretations that differ from their peers.

1595   In grade three, a new focus is on preparation for discussions. That is, students

1596 come to discussions prepared and they draw on that preparation to contribute to the

1597 conversation (SL Standard 1a). In addition to having read or studied any required

1598 material, preparation may include the following:

1599   • Drawing a picture that reflects an important point or theme and using the picture
1600   as the springboard for discussion
1601   • Recording reactions, points needing clarification, main ideas, or questions in a
1602   log and using the notes during the discussion
1603   • Using sticky notes to tag different sections of a text, such as those that are
1604   confusing, interesting, or that support an interpretation
1605   • Writing a double entry journal in which in one column they record key content
1606   from a learning experience or quotes from a text and in a second column, across
1607   from each entry, they write their reactions or thoughts
1608   Students refer to their prepared materials during their group discussion. However, the
1609   intention is not that they have a simple "share around," in which each person in turn
1610   shows what he or she has done to prepare but no discussion ensues. Rather, students
1611   use their materials as prompts for their discussions. They share, explain, elaborate their
1612   thinking. They question and build on one another's comments. They engage in
1613   collaborative exchanges.
1614   Discussions occur in pairs, small groups, and the whole group. Some are
1615   teacher-led, and some are peer-led. Many discussions are quick, and some are longer
1616   in duration. Discussions occur at different points in a text or learning experiencing:
1617   before, during, and after.
1618   ***Presenting***
1619   Children in grade three continue to build their skills as presenters in order to
1620   communicate information of importance and interest. They engage in Readers Theater
1621   to practice effective expression and learn to savor the spoken word. They plan and
1622   deliver a formal informative/explanatory presentation that organizes ideas around major
1623   points of information, follows a logical sequence, includes supporting details, uses clear
1624   and specific vocabulary, and provides a strong conclusion (SL.3.4a).
1625   ***Language Conventions***
1626   Children in grade three continue to learn and apply language conventions in
1627   order to communicate effectively in speaking and writing. See Figure 5.24 for the
1628   conventions to be learned in grade three. Children encounter these conventions in
1629   books they read, teacher modeling, sentence frames, and read alouds. They learn to

1630   apply the conventions in their writing and speaking in rich and meaningful contexts.

1631   They deepen their understandings of the ways to use conventions to craft messages

1632   that are appropriate for particular purposes and audiences. Spelling instruction focuses

1633   on word families, position-based spellings, syllable patterns, ending rules, and

1634   meaningful word parts. See spelling sections elsewhere in this chapter.

1635

1636   Figure 5.24. Language Conventions to Be Learned in Grade Three

Language Standard 1 (conventional grammar and usage in speaking and writing)	Language Standard 2 (conventional capitalization, punctuation, and spelling in writing)
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.	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.

1637

1638   **Content Knowledge**

1639   Children in grade three continue to exercise

1640   their independence in reading to explore interests

1641   and learn content in a variety of disciplines. As a

1642   part of independent reading and content instruction

1643   children have read books that broaden their

1644   understanding of the world around them. They

1645   select books and other text materials, including

1646   digital resources, which pique their interest and

1647   spur sustained focus. Teachers should have an

1648   independent reading program as specified in the wide reading and independent reading

1649   section in the introduction. See Figure 5.25 for examples of books in social studies

1650   appropriate for grade three. (See also Chapter 3 for a discussion of wide and

1651   independent reading.)

1652

1653   Figure 5.25. Books Related to Social Studies for Grade Three

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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, 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 (editor), 2009.

Odd Boy Out: Young Albert Einstein, by Don Brown, 2008.

Pocahontas: Young Peacemaker, 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

1654

1655   Children write about what they read on a regular basis and in connection with

1656   independent research topics. Content instruction is an important part of the instructional

1657   day in grade three; it is a time when children practice, and thereby strengthen, what

1658   they are learning in reading, writing, discussing, and presenting while studying other

1659   content subjects.

1660   **Foundational Skills**

1661   In grade three, children continue to

1662   develop decoding and word recognition skills,

1663   reading and writing increasingly complex words

1664   accurately and effortlessly. They have many

1665   opportunities to practice using their skills with a

1666   range of texts.

1667   ***Phonics and Word Recognition***

1668   Through both decoding and spelling

1669   instruction, children continue to learn that

1670   reading and writing words are not processes of rote memorization. They learn about

1671   what is regular and predictable in written English, further developing their knowledge of

1672   letter patterns, syllable types (described in the Overview of the Span in this chapter),

1673   and word parts, such as prefixes and suffixes. This knowledge supports decoding,

1674   spelling, and comprehension. Children are provided instruction that allows them to

1675   explore the patterns and structures (e.g., syllables and affixes) in written language in

1676   addition to explicit instruction and opportunities for practice in grade-appropriate text

1677   (Moats 2005-06).

1678   By the end of grade three, children know and apply grade-level phonics and word

1679   analysis skills in decoding words both in isolation and in text. See Figure 5.26.

1680

1681   Figure 5.26 Grade Three Phonics and Word Analysis Skills

Standard	Example
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	When children see the prefix *re-* in the printed words *redo* and *restart*, they indicate that it means "again," so that *redo* means "do again" and *restart* means "start again." When they see the derivational suffix *-ful* at the end of the word

Standard	Example
	beautiful, they indicate that it means "full of" or "characterized by" so that *beautiful* means to be "full of beauty." (The addition of derivational suffix also changes the part of speech: *beauty* is a noun; *beautiful* is an adjective.) Common prefixes include *re-, un-, pre-,* and *dis-*. Common derivational suffixes include *-ful, -ly,* and *-less.*
b. Decode words with common Latin suffixes.	When children see the suffix *-able* at the end of the printed words *predictable*, they indicate that it means "able to be or do," so that *predictable* means "able to be predicted." (The addition of derivational suffix also changes the part of speech: *predict* is a verb; *predictable* is an adjective.) Common Latin suffixes include *able, -ible* and *-ation*.
c. Decode multisyllable words.	When children see the multisyllable word *unavoidable*, they identify the prefix *un-*, the root word *avoid*, and the suffix *-able*. 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 *laugh*, 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.

1682

1683   Instruction may include sorting words. Children examine a set of carefully

1684   selected words, and then sort them according to a letter pattern. They identify the

1685   pattern and the principle that governs them.

1686   Sorting can also be used to build decoding and comprehension of affixes. In

1687   Figure 5.27, words with the common prefixes *un-* and *re-* have been sorted into columns

1688   by students. They read the words aloud, identify the prefix, define the words, and

1689   conclude the meaning of each prefix.

1690   Children are taught to monitor their understanding as they decode unfamiliar

1691   words in text. They learn that contextual analyses can be used to verify the accuracy

1692   and fit of the word in the sentence (RF.3.4c). In other words, when they decode, they

1693   ask themselves whether the word is a real word and whether that real word makes

1694   sense in the sentence and overall context. Contextual analysis necessitates that

1695   children attend to meaning while reading and that they have a sufficiently large

1696   vocabulary in order to recognize a word once decoded. Thus, vocabulary contributes to

1697   children's ability to check for decoding accuracy.

1698

1699   Figure 5.27. Cards Sorted by Prefix

unlike	reread
unfriendly	redo
unhappy	restart
unkind	rearrange
unable	repaint
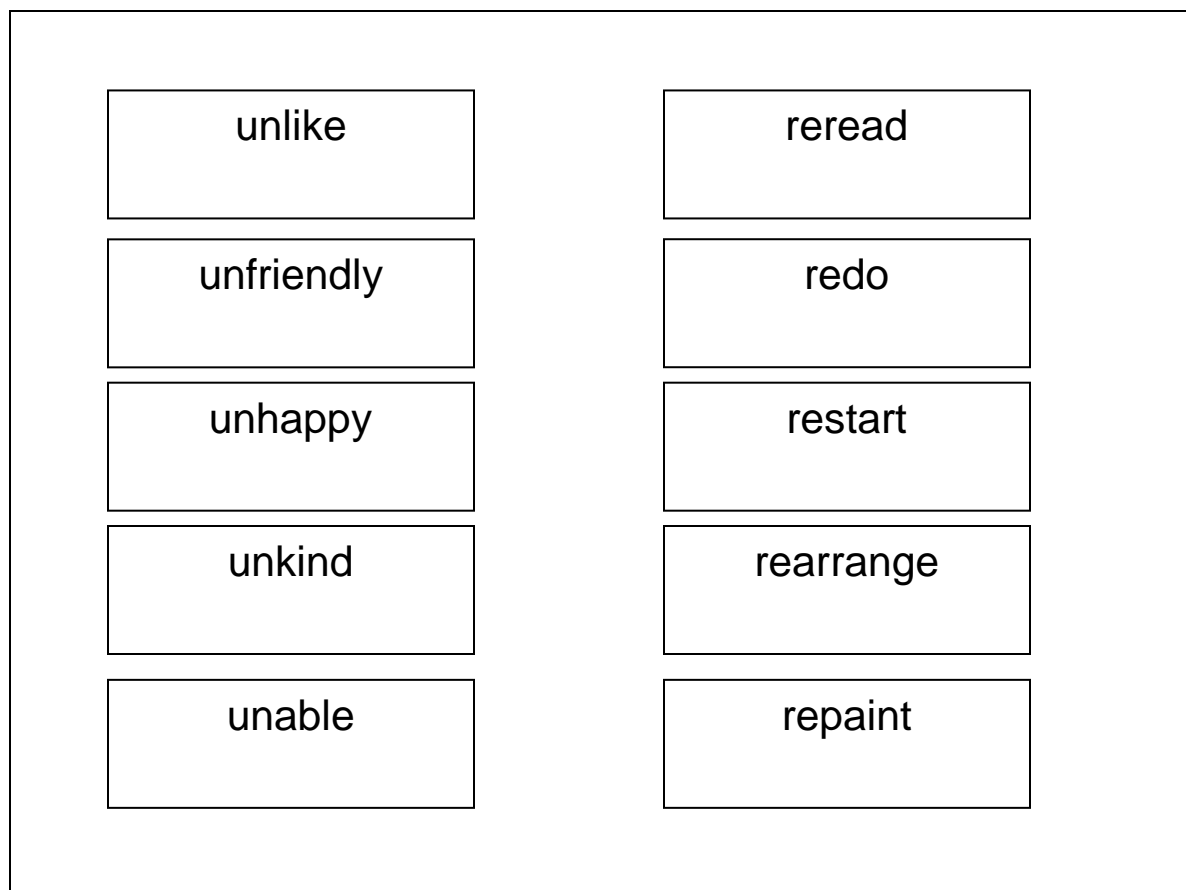
1700

1701   Foundational literacy skills are the same for all students who need to learn basic

1702   literacy skills, including ELs who begin learning literacy skills after kindergarten.

1703   However, the way the skills are taught and how quickly the students can be expected to

1704   acquire the basic skills and move on to higher level reading and writing depends on

1705   their age, cognitive level, and previous oral and written literacy experiences in their

1706   native language and/or in English. Since the RF Standards are intended to guide

1707   instruction for students in kindergarten through fifth grade, *a special curriculum will need*

1708   *to be developed adapting these standards to meet the particular pedagogical and*

1709   *literacy needs of EL students who begin learning literacy skills after kindergarten, and*

1710   *addressing the need to teach foundational literacy skills in an accelerated time frame.* In

1711   particular, the curriculum will need to be flexible so that it can address the different

1712   profiles of upper-elementary students needing foundational literacy skills instruction.

1713   Figure 5.28 provides guidance on how to teach foundational skills to EL children with

1714   different learning needs.

1715

1716   Figure 5.28. Guidance for Teaching Foundational Literacy Skills in Grade Three

1717   *Note:* Reading Standards: Foundational Skills from kindergarten through grade two

1718   need to be adapted for student's age, cognitive level, and educational experience.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	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) **Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K-3.3)
	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	

Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	CCSS for ELA/Literacy Reading Standards: Foundational Skills
	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).	**Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. (RF.3.4)
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.3.4)

1719

1720   *Fluency*

1721   As children continue to read increasingly complex text, they continue to work on

1722 building fluency so that cognitive resources are devoted to meaning. Fluency

1723 encompasses accuracy, prosody, and rate. Data from an extensive study of oral reading

1724 fluency revealed the mean words read per minute (rate) by students in grades one

1725 through eight in unpracticed readings from grade-level materials (Hasbrouck and Tindal

1726 2006). Figure 5.29 presents the means for grade three. The researchers recommended

1727 that students scoring 10 or more words below the 50th percentile be provided more

1728 extensive instruction in fluency. Fluency rates should be interpreted cautiously with

1729 students who are speakers of languages other than English. Fluency rates are

1730   particularly difficult to apply to deaf and hard of hearing students who use American

1731   Sign Language. When students storysign, they are actually interpreting the story from a

1732   one language (printed English) to another (American Sign Language). In this case,

1733   fluency rates as listed below do not apply.

1734

1735   Figure 5.29. Fluency Means for Grade Three

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	.08

1736   *WCPM = Words Correct Per Minute   **Average words per week growth from

1737   (Hasbrouck and Tindal 2006)

1738

1739   Although rate is important, in part because it indicates skill with decoding, the

1740   goal of fluency instruction is not speed for its own sake. The goal is to develop

1741   automaticity with accuracy (in addition to prosody) so that attention is given to meaning.

1742   Racing to read may result in loss of comprehension. Rate should be appropriate for

1743   meaning making. Some text will be read aloud more slowly than other text intentionally.

1744   Fluency is supported in grade three as teachers continue to read aloud to

1745   children regularly. (They also read aloud, as noted previously, to build children's

1746   knowledge, expose them to a variety of text types, and enrich their vocabulary.) Third

1747   grade students also engage in activities that prompt rereading of text. They rehearse for

1748   Reader's Theatre presentations, choral renderings of favorite poetry, sharing their own

1749   writing, and recording text for others (such as younger children). Rehearsal involves

1750   repeated reading with a focus on appropriate rate, accuracy, and expression.

1751   Most important, grade three students have daily opportunities to engage in

1752   independent reading of text that is not too simple or too challenging.

1753   In the next section, the five components of ELA instruction are brought together

1754   in a discussion and example of an integrated and interdisciplinary approach.

1755

1756 **An Integrated and Interdisciplinary Approach**

1757   As discussed in the Overview of the Span section of this chapter, the CA CCSS

1758 for ELA/Literacy and the CA ELD Standards call for an integration of reading, writing,

1759 speaking, and listening. In addition, these two sets of standards are inextricably linked

1760 to every area of the curriculum. Learning subject matter demands understanding and

1761 using its language to comprehend, clarify, and communicate concepts. The following

1762 snapshots are illustrative of the integration of the ELA/Literacy strands and the

1763 integration of ELA/Literacy with other content areas.

1764

Snapshot 5.6 Integrated Strands of the English Language Arts in Grade Three
Third graders complete reading a chapter in the book *Ninth Ward* by Jewell Parker Rhodes (2010). They each return to the chapter to independently select a "Powerful Passage," one that they found compelling for any reason: They liked the author's choice of words, were amused by a mental image the text evoked, or were moved by the description of character's reaction to an event. Students are given a few minutes to rehearse their selected passages. They are encouraged to mumble read the passages to themselves several times in preparation for sharing with peers, thus building fluency with the selection. Mrs. Sanchez circulates about the room, stopping to check on students whom she believes may need support in producing some words. The children also prepare to tell about the reason for their choice. Then, the students form two circles, one inside the other. Facing someone in the other circle, students each read their passage to their partner, and they discuss the reasons for their selections. Students are encouraged to probe their peers for more information or for clarification. At a signal, the students in the inside circle each move one step to their left so that they now stand across from a different classmate. They again read aloud and explain their choices. They are given a few more opportunities to face new peers before being asked to return to their desks. The teacher invites comments about their observations of the selections. What did they have in common? What did they think of the selections?
CA CCSS for ELA/Literacy: RF.3.4b, SL.3.4
CA ELD Standards: PI.3.1, 5, 6

1765

Snapshot 5.7 Integrated ELA/History-Social Science/Theatre in Grade Three
After reading or listening to short biographies of American heroes, including Thomas Jefferson, Abraham Lincoln, Frederick Douglass, and Harriet Tubman, small groups of third grade students select one of the individuals for focused study. The students revisit and reread portions of the relevant text and work together to identify major events from the person's life. With assistance from the teacher, they

summarize and list the events on a chart. The students then select two of the events to represent in a morphing tableau and present it to the class.

The group that reviewed Harriet Tubman's biography include her birth in Maryland in the early 1820s, separation from her family at age 6, severe head injury as an adolescent, escape from slavery, and activity leading runaway slaves to freedom along the Underground Railroad on their list of major events. They decide to depict escaping from slavery and leading runaway slaves on the Underground Railroad in their morphing tableau. Students identify the figures that will appear in each tableau, determine who will play each role, and problem solve how to depict the events. They choreograph a transition from one tableau to the other and rehearse their tableaux and the transition. They also prepare and practice with one another several times what they will say about their character and activity in each tableau. The teacher supports each group and observes and comments on their rehearsals.

The day of the performance, each group introduces their tableaux by sharing the name of their hero. They strike their first pose and the teacher invites the audience to comment on the tableau. What do they see? What do they think is happening based on their knowledge of the figure and events in his or her life? The teacher then taps each of the performers on the shoulder, one at a time, and the students turn to the audience and tell who they are and what they are doing in the tableau. Speakers return to their poses. Then the performers slowly transition, or morph, from their first pose to their second. The audience again comments and the performers share. The class applauds the performance and the next group presents.

CA CCSS for ELA/Literacy: RI.3.2, RI.3.3, SL.3.1, SL.3.2, SL.4, SL.3.6, L.3.1, L.3.3, L.3.6

CA ELD Standards: PI.3.1, 4, 9, 12; PII.3.3, 4, 5

History-Social Science Content Standard:

3.4 (6): Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

Visual and Performing Arts Content Standards:

Theatre 5.1: Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the five Ws.

Theatre 5.2: Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

1766

Snapshot 5.8 Integrated ELA/Science/Math/Arts in Grade Three

When Mrs. Shapiro greeted her students at the door one Thursday morning, Grace interrupted what she was telling her friends to share her important news with the teacher. Two birds were building a nest in the hanging basket on her apartment balcony! Grace and her mom had observed the birds depositing string, leaves, and small twigs into the basket over the past two days and concluded that they must be engaged in nest building. Mrs. Shapiro was just as excited as the students, and when they were

all settled in the room, she invited Grace to tell them more. As Grace discussed her observations, the students pummeled her and each other with questions: What kind of birds are they? Are they going to have babies? Has she seen eggs? Will the birds stay there forever? Have other students seen nests at or near their homes? Have birds ever built nests at the school?

Mrs. Shapiro decided to capitalize on the students' interest in the birds' behavior and suggested they do a little research to find the answers to their questions. The timing was perfect because they were about to begin a science unit on the growth and development of organisms. She quickly turned on her laptop and started listing the questions the students were generating and projected them for everyone to see. Then, she asked if the students wanted to study birds and explore the conditions required for nest building. Maybe they could establish a safe area for birds in their classroom patio garden. The response was unanimous: Everyone wanted to learn about birds and create an inviting nesting environment in the garden.

With the teacher's help, the students made decisions about tasks to undertake. One group volunteered to develop, conduct, analyze, and display the results of a survey of students in the school to learn whether birds were building nests in their yards. Any respondent who said yes would be asked follow-up questions and requested to provide a picture of the nest, if possible—without disturbing it, of course! Another group agreed to learn about birds that live in the local area. They conducted Internet research and also talked to the education coordinator at a local university arboretum, inviting him to speak to the class. Other students joined Mrs. Shapiro in her hunt at the school library for books on birds, and gathered information from these texts.

As they conducted their research, the students kept notes and periodically reported their findings to the whole group. They learned about birds native to the area, and Grace was able to identify the birds on her balcony from images her classmates found on the Internet. The students observed and sketched nests the teacher borrowed from the district's curriculum lab. They studied the school environment and discovered that their patio provided appropriate shelter and protection for birds and that nest materials, such as tree and plant litter, were available. However, they did need to do something about providing a source of water. Soon, they were designing a bird bath that could be placed in the garden. The students wanted the bird bath to be large enough so several birds could drink and bathe at the same time. They also read that it needed to be shallow. And, they insisted that there be a stand with multiple perches nearby. They looked for ideas on the Internet and sketched a plan. With the help of several parents, they constructed a stand for a large water basin and a perch and placed them both in the garden. The students established a procedure for keeping the water clean and full.

With their project completed, the students eagerly watched for activity in the patio. They wanted to ensure that students in other classrooms were aware of and respectful of their work and would not disturb any potential feathered guests, so they composed rules for posting in the garden. They also wrote scripts, rehearsed their parts, and produced short videos that documented their work and urged school-wide cooperation, and shared them with students in other classrooms.

CA CCSS for ELA/Literacy: RI.3.5, RI.3.7, W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.6,

CA CCSS for Mathematics:3.MD Represent and interpret data.

NGSS and Science and Engineering Practices:

LS1.B: Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse lifestyles.

3-5-ETS1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Visual and Performing Arts Content Standards:

Theatre 2.1: Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.

Visual Arts 2.4: Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

1767

1768 **English Language Development in Grade Three**

1769   In third grade, EL students learn English, learn content knowledge through
1770 English, and learn about how English works. English language development occurs
1771 throughout the day across the disciplines and also during a time specifically designated
1772 for developing English based on EL students' language learning needs. In integrated
1773 ELD, third grade teachers use the CA ELD Standards to *augment* the ELA or other
1774 content instruction they provide. For example, in science, after a teacher has read aloud
1775 and has had students read complex informational texts about a science topic (e.g., how
1776 erosion occurs), he might ask them to discuss the phenomena in a collaborative
1777 conversation in small heterogeneous groups before they write about it. He might provide
1778 support to all students by giving each group a stack of texts they have read to enhance
1779 their conversations or by providing them with a graphic organizer to structure their
1780 conversation. He might assign each group member a role in the conversation (e.g.,
1781 facilitator, time keeper, note taker, encourager) to ensure they all participate actively. He
1782 might provide substantial support to his ELs at the Emerging level of English language
1783 proficiency by ensuring that the graphic organizer has vocabulary, along with a helpful
1784 visual or explanation of the word, useful for the conversation or a labeled diagram
1785 helpful for describing the phenomena. The graphic organizer might also have sentence
1786 starters designed to scaffold participation in the conversation (e.g., I think ___. I agree
1787 ___. Erosion is when ___.). His ELs at the Expanding and Bridging levels of English

1788 language proficiency will likely require less linguistic support. For example, they may

1789 also benefit from having some, but perhaps not all, of the vocabulary or sentence

1790 starters listed, and they might all benefit from the labeled diagram. All students will need

1791 varying levels of scaffolding depending on the task, the text, and their familiarity with the

1792 content and the language required to understand and discuss it. Figure 5.30 shows a

1793 section of the CA ELD Standards a teacher might use in planning this type of

1794 differentiated instructional support during science and integrated ELD.

1795

1796 Figure 5.30. Using the CA ELD Standards in Integrated ELD

English Language Development Level Continuum
→------- Emerging -----------→---------- Expanding -----------→--------- Bridging ---------→

6. *Reading/viewing closely*	6. *Reading/viewing closely*	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.	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.	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.

1797

1798   Designated ELD is a protected time during the regular school day during which

1799 qualified teachers work with EL children grouped by similar English proficiency levels

1800 focusing on the critical language students need to develop in order to be successful in

1801 school subjects. Designated ELD time is an opportunity to focus on and help EL

1802 students develop the linguistic resources of English that they need to engage with,

1803 make meaning from, and create content in ways that meet the expectations of the CA

1804 CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD

1805 Standards are the primary standards used during this designated time. However, the

1806 content focus is derived from ELA and other areas of the curriculum. The main

1807 instructional emphases in designated ELD in grade three are the following:

1808 • Building students' abilities to engage in a variety of collaborative discussions

1809   about content and texts

1810   • Developing students' understanding of and proficiency using the academic
1811   vocabulary and various grammatical structures encountered in third grade texts
1812   and tasks
1813   • Raising students' language awareness, particularly of how English works to
1814   make meaning, in order to support their close reading and skilled writing of
1815   different text types
1816   Students build language awareness as they come to understand how different
1817 text types use particular language resources (e.g., vocabulary, grammatical structures,
1818 ways of structuring and organizing whole texts).This language awareness is fostered
1819 when students have opportunities to experiment with language, shaping and enriching
1820 their own language using these language resources. During designated ELD children
1821 should engage in discussions related to *the content knowledge* they are learning in ELA
1822 and other content areas, and these discussions should promote the use of the language
1823 from those content areas. Students should also *discuss the new language* they are
1824 learning to use. For example, students might learn about the grammatical structures of
1825 a particular complex text they're using in science or ELA, or they might explicitly learn
1826 some of the general academic vocabulary used in the texts they're reading in ELA or
1827 social studies. This intensive focus on language, in ways that build into and from
1828 content instruction, supports students ability to use English effectively in a range of
1829 disciplines, raises their awareness of how English works in those disciplines, and
1830 enhances their understanding of content knowledge. Examples of designated ELD
1831 aligned to different content areas is provided in the snapshots in the grade span section
1832 of this chapter, as well as in the vignettes in the next section. For an extended
1833 discussion of how the CA ELD Standards are used throughout the day in tandem with
1834 the CA CCSS for ELA/Literacy and other content standards and as the principle
1835 standards during Designated ELD, see Chapter 3.
1836 **ELA/Literacy and ELD in Action**
1837   The research-based implications for ELA/Literacy and ELD instruction have been
1838 outlined above, in the grades two and three grade span section, and in Chapter Two. In
1839 the following section, detailed examples illustrate how the principles and practices
1840 discussed in the preceding sections look in California classrooms. The examples

1841   provided are not intended to present the only approaches to teaching and learning.

1842   Rather, they are intended to provide concrete illustrations of how teachers might enact

1843   the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that

1844   support deep learning for all students.

1845   Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the

1846   importance of reading both literary and informational complex texts carefully,

1847   intentionally, and thoughtfully to derive meaning. As Shanahan (2013) has pointed out,

1848   the meaning of complex texts is "hidden" in the text and needs to be discovered through

1849   close readings and re-readings. Accordingly, teachers should select challenging texts

1850   that are worth reading and rereading, analyze the texts ahead of time in order to

1851   determine critical areas of focus and potentially challenging concepts and language,

1852   and plan a sequence of lessons that builds students' abilities to read the text – and

1853   others - with increasing independence. Analyzing texts prior to using them for instruction

1854   is critical for supporting all learners to interact meaningfully with the texts and for

1855   providing appropriate types of scaffolding.

1856   During instruction, teachers should model how to read text closely by thinking

1857   aloud for students and provide guided practice for students to read complex texts, with

1858   appropriate levels of scaffolding. Importantly, especially for ELs and in fact for all

1859   students, teachers should focus on meaning making but also draw attention to

1860   language, including text structure and organization and particular language resources

1861   used in complex texts to convey meaning (e.g., text connectives, verb and noun

1862   phrases, vocabulary). Examples of specific language resources are text connectives

1863   (e.g., *for example, however*), which create cohesion; long noun phrases (e.g., a

1864   chemical that is in the air, the man with the gigantic smile plastered across his face),

1865   which expand and enrich the meaning of sentences; and complex sentences (e.g.,

1866   *Instead of charging into the forest, the wolf decided to patiently await the arrival of his*

1867   *meal*), which combine ideas and convey meaning in specific ways. Providing students

1868   with opportunities to discuss the language of the complex texts they are reading

1869   enhances their comprehension of the texts while also developing their language

1870   awareness.

1871   Student reading of informational texts in core content areas (e.g., science, social

1872   studies) is essential for full literacy development as the content, text organization and

1873   structure, vocabulary, and even the types of grammatical structures used varies by

1874   content area. Closely reading informational texts in science and the collaborative

1875   conversations that accompany these readings help students think about science

1876   concepts in new ways as they are simultaneously learning the language of science. The

1877   science informational texts students read should be embedded in rich science

1878   instruction, as students' engagement with science practices and concepts through

1879   science instruction enhance their ability to interact meaningfully with science

1880   informational texts. Conversely, students' careful readings of science informational texts

1881   expand their understandings of science content and practices.

1882   When planning lessons, teachers should enact the principles and practices

1883   discussed in this chapter and throughout this framework. Lesson planning should look

1884   forward to year-end and unit goals, respond to students' needs, and incorporate the

1885   framing questions in Figure 5.31.

1886

1887

1888   Figure 5.31. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
• 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 I'll use? • How will students make meaning, express themselves effectively, develop language, 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?	• 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?
*Scaffolding, accommodations, and modifications are discussed in Chapters 3 and 9.	

1889

1890   **ELA Vignette**

1891   The following two vignettes illustrate how a teacher might implement the CA

1892   CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and

1893   considerations for close reading provided above. The first vignette presents a glimpse

1894   into an instructional unit and a closer look at a reading lesson during integrated ELA and

1895   science instruction. In this vignette, the focus of instruction is *collaborative summarizing*,

1896   which supports students' ability to read their informational texts more closely. While

1897   "summarizing the text" is a fourth grade CA CCSS for ELA/Literacy standard (RI.4.2),

1898   third grade students can learn to summarize smaller chunks of text (e.g., 1-2

1899   paragraphs). This supports them to identify key details and words in the passage that

1900   help them to determine the main idea of the passage, or what the passage is mostly

1901   about, which is an important reading comprehension skill.

1902   The integrated ELA/science vignette is an example of appropriate instruction for

1903   all CA classrooms, and additional attention is provided for using the CA ELA/Literacy

1904   and CA ELD Standards in tandem for EL children. The second vignette presents a

1905   designated ELD lesson that builds into and from the integrated ELA/science lesson in

1906   order to support EL students in their steady development of academic English. This

1907   vignette focuses on closer analysis of the language of the texts students are reading in

1908   ELA/science.

1909

Vignette 5.3 Integrated ELA and Science Instruction in Grade Three:

Collaborative Summarizing with Informational Texts

Background: In science, Mr. Franklin has been teaching his third graders about plants. He's been reading aloud and teaching his students to read complex literary and informational texts on the topic in both science and ELA. His class of thirty-three students is quite diverse with three quarters of the class comprised of culturally and linguistically diverse students. Fifteen of his students are ELs with several different home languages. Most of Mr. Franklin's EL students have been at the school since Kindergarten and most are at an early Bridging level of English language proficiency in most areas. A few of his ELs are at the expanding level of English language proficiency. Five of Mr. Franklin's students have been identified as having mild learning disabilities. Because of the diversity of needs in his classroom, Mr. Franklin looks for teaching approaches that will meet many of the learning needs of most of his students.

Lesson Context: Mr. Franklin and his third grade teaching team meet weekly to plan lessons, discuss student work and assessment results, and read articles to refine their practice. Lately, Mr. Franklin and his colleagues have noticed that when their students approach complex informational texts, many of them give up as soon as the language in the texts starts to become challenging. They work together to plan some lessons focusing intensively on teaching their students how to read complex informational texts closely. Using the resources in their staff professional library, they decide to teach their students a comprehension strategy called "collaborative summarizing." They plan a series of lessons to teach the process of the strategy incrementally over the next week and, if the strategy seems useful, they plan to incorporate it into their instruction two to three times per week, as recommended in the resources they find. They agree to check back with one another the following week to compare their observation notes on how their students responded to the instruction. Based on his collaborative planning with his colleagues, the learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards for Mr. Franklin's lesson the next day are the following:

Learning Target: The students will collaboratively summarize the main idea of short chunks of text, using key words and details.

Primary CA CCSS for ELA/Literacy Addressed:
RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea; SL.3.1 - Engage effectively in a range of collaborative discussions … ;
Primary CA ELD Standards Addressed (Expanding level shown):
ELD.PI.3.1 - Contribute to class, group, and partner discussions … ; ELD.PI.3.6 - Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail … with moderate support; ELD.PI.10b - Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers; ELD.PII.3.7 - Condense clauses in a growing number of ways … to create precise and detailed sentences.

Lesson Excerpt: During ELA instruction the following day, Mr. Franklin introduces "collaborative summarizing" and explains to his students how to use it. He tells them he knows that sometimes, the informational texts they read can feel challenging, but that this strategy will give them a way of understanding the texts better.

> Mr. Franklin: When I'm reading a tough informational text, every once in awhile, I have to stop and *summarize* what I just read to make sure I'm understanding the text. When you *summarize* what you've been reading, you put it into your own words. It's what the section is mostly about. It helps you figure out the main idea of the text. That's a really powerful comprehension strategy that you can use to understand the texts you're reading as you read on your own. Today, we're going to practice using this strategy. You like reading with a partner right? Well, today, you're going to get to read a short part of a text on *plants* with a partner, and you're going to work together to *summarize* it.

Mr. Franklin shows the students a chart with the steps of the strategy and explains them:

Collaborative Summarizing Process
Step 1: Find who or what is most important in the section.
Step 2: Find out what the "who" or "what" are doing.
Step 3: Use the most important words to summarize the section in 15 words or fewer. (It can be more than one sentence.)

Using a document reader to project the text for the students, Mr. Franklin first models, by thinking aloud, how to apply the strategy with the first section (two paragraphs) of a text on plants, one that the class has already read. He reads the paragraphs once as the students read chorally with him. Then, he goes back into the paragraph and models how to do step one. He circles the words that tell "who" or "what" is most important in the paragraphs, talking through the process as he does so that students know what he is thinking. He then models step two. Once he has his words circled, he models how to put them together to create a concise summary of the passage. He writes out multiple versions of the short sentence, crossing out words here and adding other words there, thinking aloud all the while, until he settles on a sentence he's satisfied with. Then, he rereads the paragraph to make sure his fifteen-word summary is accurate.

After he models once, he repeats the process with the next passage, and this time, he invites the students to tell him which words to circle. Once he's guided the students through steps one and two, he asks the students to work in partners to create a collaborative summary, using the words. He walks around the room to observe students and gauge how they are taking up the strategy as they create their summaries. The passage the students summarize together is provided below.

> **What is Photosynthesis?**
> Since they stay in one place and can't move around to find food, plants don't eat the same way that animals do. Photosynthesis is how plants eat. They use this process to make their own food, and they can make their food anywhere as long as they have three things. The three things are carbon dioxide, water, and light. Carbon dioxide is a chemical that is in the air. It's normal that carbon dioxide is in the air. Every time you breathe in, you breathe in a bunch of chemicals in the air, including oxygen and carbon dioxide. Plants breathe, too, and they breathe in the carbon dioxide.
> Plants also drink, and they use their roots to suck water up from the soil. They also need light to live. Leaves are made up of a bunch of tiny cells. Inside the cells are tiny little things called chloroplasts. Chloroplasts are what makes leaves green, and they are also what takes the carbon dioxide, the water, and the light, and turns them into sugar and oxygen. The sugar is then used by the plants for food. This whole process is called "photosynthesis."

Melanie and Rafael are working together to summarize the text. They've circled many words, including *photosynthesis, eat, process*, *carbon dioxide, water, light, chemical, air, breathe, leaves, chloroplasts, sugar, oxygen, plants,* and *food*. Now they must work together to discuss what's most important to include in their summary. Mr. Franklin listens in on their discussion.

> Melanie: We could say, "Plants make their own food, and they use carbon dioxide and water and light …"
> Rafael: And air, they need air, too. So, we could say, "Plants make their own food, and they need carbon dioxide, water, light, and then they make their food with it, and it's called photosynthesis." Wait, that's too many words.
> Melanie: Yeah, and I think … I think the carbon dioxide … Isn't that a chemical that's *in* the air? So maybe we don't need to use the word "air."
> Rafael: (Rereading the text with Melanie). Yeah, you're right. Okay, so let's cross out "air." What about "chloroplasts?" What are those again?

Melanie and Rafael reread the passage multiple times as they construct their summary, making sure that the words they're using are absolutely essential. When they construct their summary, they discuss to put the words together - in as few words as possible - so that it conveys the core meanings of the passage.

> Rafael: Okay, so we could say, "Plants make their own food, and they use carbon dioxide, water, and light to do it. The chloroplasts in the leaves turn all that into sugar, and it's food. It's photosynthesis."
> Melanie: That's way too many words. Maybe we can combine some of the ideas. How about, "Plants make their own food with the chloroplasts in their leaves …"
> Rafael: In their cells. Here, it says that the chloroplasts are in their cells.
> Melanie: Yeah, in their cells. So we could say that, and then say that they use the chloroplasts to make the food, right? They use it to make sugar and oxygen, and the sugar turns into food.
> Rafael: Yeah, but I think that's still going to be too many words. How about … (Looks at the second sentence in the text.) Here! Here is says "Photosynthesis is ..." How about if we start with that?
> Melanie: "Photosynthesis is when plants make their own food using carbon dioxide, water, and light." That's fourteen words!
> Rafael: Do we need "chloroplasts?"
> Melanie: I think this is what the passage is mostly about.
> Rafael: Me, too.

Mr. Franklin checks the summary statements of each set of partners and provides support to those who need it. Students who finish are able to move to the next section and repeat the process. Once the allotted time for the task is up, Mr. Franklin asks the partners to share with another set of partners and compare notes. Then, he asks for volunteers to share their summary with the whole class. Mr. Franklin sees that some of his students are still not quite understanding the process, so he as the rest of the class works on the next section, he pulls these students to his teaching table to provide additional modeling and guided practice to make sure they completely comfortable with the strategy.

Teacher Reflection and Next Steps: Over the next several days, the students practice using "collaborative summarizing" as they read sections of their science informational texts. The following week, Mr. Franklin will introduce another layer of the strategy, which is for the students to work in groups of four. In order to ensure equitable participation in the task, he'll teach them to assume designated roles, which will be posted in the room on a chart for students to refer to. The students will take turns assuming different roles each time they engage in the task.

Collaborative Summarizing Roles
Facilitator: Guides the group in the process. Makes sure everyone is participating.
Scribe: Takes the official, most legible notes that anyone can use for reporting out (everyone else must take their own notes, too).
Time-keeper: Keeps an eye on the time and moves the group along so it doesn't run out of time.
Encourager: Gives specific praise to group members. Encourages members to assist one another.

The following week during collaborative planning time, Mr. Franklin debriefs with his team. The teachers note how impressed they are with how much the students are discussing about the *content* of the passages by focusing on the *language* they'll use to summarize them. Mr. Franklin shares that a few of

his students are still not quite understanding the strategy, even after his modeling and guided practice, so the teachers decide to model for each of their classes how to engage in the task. They think their students will enjoy watching their teachers pretend to be third graders. This type of modeling will help reinforce the strategy for all students, and it may be the right type of scaffolding for the students who still find the strategy challenging.

Lesson adapted from Klingner, Vaughn, and Schumm (1998); Shanahan et al. (2010)

Resources
Web Sites:
- Readingrockets.org has ideas for Using Collaborative Strategic Reading (readingrockets.org).
- CSR Colorado provides resources for using Collaborative Strategic Reading.

Recommended Reading:
Janette Kettmann Klingner, Sharon Vaughn and Jeanne Shay Schumm (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *The Elementary School Journal* 99 (1): 3-22.

1910

1911   ***Designated ELD Vignette***

1912   The example in Vignette 5.3 illustrates good teaching for all students. In addition

1913   to good first teaching with integrated ELD, EL children benefit from intentional and

1914   purposeful designated ELD instruction that stems from and builds into content

1915   instruction. The following vignette illustrates and example of how designated ELD can

1916   build from and into content instruction.

1917

Vignette 5.4 Designated ELD Instruction in Grade Three:

Background: Mr. Franklin has noticed that some of his EL students at the Expanding level of English language proficiency experience challenges reading the language of the complex informational texts the class is using in integrated ELA and science (see Vignette #1 above). In particular, he's noticed that some of the domain-specific and general academic vocabulary, complex grammatical structures, and certain phrasings of the complex texts seem unfamiliar to students. Mr. Franklin often paraphrases and explains the meaning of the language as he reads complex informational texts aloud to students so that they will understand the content. However, he knows that his students need to gain greater independence with understanding the language in the complex texts in order to derive meaning, particularly as they continue to move up through the grades and the language they encounter becomes even more complex. He'd like for them to be able to use a greater variety of vocabulary and grammatical structures in their writing and speaking about science concepts and texts.

Lesson Context
The third grade teaching team plans their upcoming designated ELD lessons together. They begin by analyzing the language in the texts they use for instruction. One text that students will be reading in small reading groups during ELA instruction is *From Seed to Plant*, by Gail Gibbons. As they analyze the text, they find that there are several new domain-specific words (e.g., *pod, pistile, ovule*), which they will teach during science as it corresponds to the unit on plants that all of the third grade teachers are teaching. In addition, the text contains several complex sentences and long sentences that they anticipate their EL students will find challenging. The team notices that there is a pattern in many of the complex sentences. Many of them contain subordinating conjunctions that create a relationship of time between two events (e.g., *Before* a seed can begin to grow, a grain of pollen from the stamen must land on the stigma.). The team discusses the challenge students may face if they miss the meaning this relationship creates, and they plan several designated ELD lessons, adjusted to different English language proficiency levels, where they can discuss this way of connecting ideas. The learning target and cluster of CA ELD

Standards Mr. Franklin focuses on for the lesson excerpts below are the following:

Learning Target: The students will describe ideas using complex sentences to show relationships of time.

Primary CA ELD Standards Addressed (Expanding level shown):
ELD.PI.3.1 - Contribute to class, group, and partner discussions … ; ELD.PI.3.6 - Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support; ELD.PI.3.6 - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas …

Lesson Excerpt: After the students have read the complex informational text, *From Seed to Plant,* once during ELA, Mr. Franklin sets the stage with his designated ELD group of students at the Expanding level of English language proficiency by clearly explaining the purpose of the series of lessons he will teach that week:

> Mr. Franklin: This week, we are going to be looking closely at some of the language in the book we are reading, *From Seed to Plant*. The way that we discuss the language in the book is going to help you understand what the author is trying to tell us. Discussing the language in books also helps you when you are reading and writing on your own.

Mr. Franklin distributes copies of the book to the children and asks them to work in pairs. He prompts them not to read the text but instead to look at the illustrations and to take turns describing what is happening in them. He tells them to encourage their partners to provide lots of details in their descriptions. As the students engage in the task, he listens to them and notes in his observation journal whether they are using complex sentences to express time relationships(e.g., *When the fruit opens, it breaks open*). He notes that a few students are but most are not and are instead using simple sentences.

After several minutes, Mr. Franklin stops the children and orally models using complex sentences with time-related subordinating conjunctions in conversational ways:
- Before I go to bed at night, I brush my teeth.
- When the bell rings, you all stop playing.
- You listen while I read stories to you.
- After you come in from recess, I read you a story.

He explains that, when they look closely at the language they use, they can find out how it works. On his document reader, he shows the children the same complex sentences he's just provided orally. He explains that each sentence has two ideas that are happening. Sometimes the events are happening at the same time, and sometimes they are happening "in order" – one event first, and the other second. He underlines the subordinate clauses and highlights with a different color the subordinating conjunctions (before, when, while) while explaining that the words that are highlighted let us know when the two events in the sentence are happening:

Showing When Events Happen	
Sentence	**When the events are happening**
<u>Before</u> I go to bed at night, I brush my teeth.	happens second, happens first
I brush my teeth <u>before</u> I go to bed at night,	happens first, happens second
<u>When</u> the bell rings, you all stop playing.	both happen at the same time
You listen <u>while</u> I read stories to you.	both happen at the same time

| *After* you come in from recess, I read you a story. | happens first, happens second |
| I read you a story, *after* you come in from recess. | happens second, happens first |

Mr. Franklin reads the sentences with the children and discusses what's written on the chart.

> Mr. Franklin: What would happen if the words before or after or when were taken away? What if I said, "I go to bed. I brush my teeth."
> Mai: We can't know when it happens.
> David: It doesn't make sense!
> Mr. Franklin: Right, sometimes it doesn't make sense. I can tell you about when things happen if I use the words after, before, while, and other words that show time. We're going to play a game doing that, and then we're going to see how those words are used in *From Seed to Plant.*

Mr. Franklin reads the sentence frames he's written on the white board with the children. He asks them to take turns making up two events and to use the sentence frames to show when the events happened. Sentence frames:
- Before I come to school, I _____.
- After I get home from school, I _____.
- While I'm at school, I _____.

After the children have practiced the complex sentences using familiar language, he shows them how these same ways of telling when something is happening shows up in *From Seed to Plant*. He uses his document reader to show several sentences from the book. After each sentence, he thinks aloud, rephrasing what the sentences mean (e.g., I think this means…The word 'before' tells me that…). He underlines the subordinate clauses and highlights the subordinating conjunctions.

Sentence	When things are happening
Before a seed can begin to grow, a grain of pollen from the stamen must land on the stigma…	happens second, happens first
While they visit the flowers for their sweet juice, called nectar, pollen rubs onto their bodies.	both happen at the same time
When the fruit or pod ripens, it breaks open.	happens first, happens second

Mr. Franklin discusses the meaning of the sentences with the students and guides them to articulate what the two events are and how the words *before, while,* and *when* are creating a relationship of time between the two events. Next, he asks the children to go back through *From Seed to Plant* again, but this time, he asks them to use the words *when*, *before*, and *while* to explain what is happening to their partner, using the pictures to help them. After, they can check what the text says and compare.

At the end of the lesson, Mr. Franklin asks the students to be listening for when their friends or teachers connect their ideas in different ways. Sometimes the ideas will be two events, but sometimes they will be other ideas. He tells them that they'll be learning about those other ways on another day Mr. Franklin also encourages his students to use these types of sentences more often in their own speaking and writing.

Teacher Reflection

When the third grade teachers meet the following week, they share their experiences teaching the designated ELD lessons they'd planned to the different groups of EL students. Mr. Franklin's colleague, Mrs. Garcia, teaches the EL students at an Emerging level of English language proficiency, children who have been in the country for a year or less and needed substantial scaffolding to access the complex text. Mrs. Garcia shares that she modified the ELD lessons by starting the week with providing time for students to discuss the illustrations of the text, as well as other pictures, using simple sentences so that they could become familiar with the vocabulary and syntax. This preparation appeared to support these children when they began to tackle the complex sentences. Next, she spent some time with the students chorally chanting poems containing the subordinating conjunctions *before, while,* and *after* (e.g., Before I go to bed, I brush my teeth. Before I go to school, I eat my breakfast.). The class then created a big book using compound and complex sentences to describe the illustrations in *From Seed to Plant*.

Lessons based on Gibbons, 2002; Christie, 2005; Derewianka and Jones, 2012

Resources

Websites:
- The Text Project has many resources about how to support students to read complex texts.

Recommended reading:

See "7 Actions that Teachers Can Take Right Now: Text Complexity" for ideas for supporting students to read complex texts.

1918

1919 **Conclusion**

1920 The information and ideas in this grade-level section are provided to guide

1921 teachers in their instructional planning. Recognizing California's richly diverse student

1922 population is critical for instructional and program planning and delivery. Teachers are

1923 responsible for educating a variety of learners, including **advanced learners**, **students**

1924 **with disabilities**, **ELs at different English language proficiency levels**, **Standard**

1925 **English learners**, and other **culturally and linguistically diverse learners**, as well as

1926 **students experiencing difficulties** with one or another of the themes presented in this

1927 chapter (meaning making, effective expression, language development, content

1928 knowledge, and foundational skills).

1929 It is beyond the scope of a curriculum framework to provide guidance on meeting

1930 the learning needs of every student because each student comes to teachers with

1931 unique needs, histories, and circumstances. Teachers must know their students well

1932 through appropriate assessment practices and other methods, including communication

1933 with families, in order to design effective instruction for them. They need to adapt and

1934 refine instruction as appropriate for individual learners and collaborate with others. (See

1935 Figure 5.32.)

1936 Utilizing the strategies described throughout this framework will assist teachers in

1937 designing and providing lessons that will guide most students to successfully achieve

1938   the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards. However,

1939   some students will need additional supports and even interventions. Intervening early,

1940   before students experience years of stress and failure, has been shown to dramatically

1941   decrease future reading problems. Research has shown that reading problems become

1942   increasing more resistant to intervention and treatment after the third grade. Ensuring

1943   the success of all students requires a school-level system for early identification of

1944   students who are experiencing difficulty with reading skills and a school-level system for

1945   providing those students with supports and interventions they need to become proficient

1946   readers by the third grade (Torgesen, 2006).

1947   Third grade is a critical year, one of extraordinarily progress. Students reach new

1948   heights in gaining information and expressing opinions in their reading, writing, and

1949   speaking. They exercise their power to research new fields throughout the curriculum

1950   and become inspired by the plights and accomplishments of the characters and

1951   historical figures they meet in literature. May their deepening literacy skills keep pace to

1952   give passage to their developing interests and curiosities.

1953

1954   Figure 5.32. 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 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 as partners in their children's 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 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 framework.

1955

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