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Overview of the Span

In the transitional kindergarten through grade three years of schooling, students develop the skills, knowledge, and dispositions to begin meaningful independent engagement with text at their grade-level, which expands children’s worlds mightily. During those early years, they learn about and build fluency with the alphabetic code, including using it for their own purposes as they write. At the same time, they make great gains in vocabulary, acquire more complex syntactical structures, build subject matter knowledge, learn to comprehend and think critically about grade-level literary and informational texts, and gain skill in communicating and collaborating with diverse others. Importantly, primary grade children learn that texts offer enjoyment and knowledge and that they are worth pursuing, and students find satisfaction in sharing their stories, opinions, and knowledge with others. English learners do all of these things as they simultaneously learn English as an additional language. Excellent literacy instruction during the transitional kindergarten through grade three years is imperative because it lays the foundation for future success.

However, excellent instruction in the first years of schooling does not *guarantee* success in the years ahead. Older students—those in grade four and above (referred to in much of the research and professional literature as “adolescents”)—must also be provided excellent instruction. As students progress through the grades and into the final years of elementary school, the texts and tasks they encounter become increasingly challenging. Teachers of older students must ensure students’ literacy and language continue to develop so that all students are best prepared for fulfilling futures in college, their careers, their community, and their lives.

In its report [*Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success*](#), the Carnegie Council on Advancing Adolescent Literacy (2010, p. 10) notes that “Literacy demands--meaning the specific combination of texts, content, and the many learning tasks to be performed at any given grade level--change and intensify quickly for young learners after fourth grade.” Specifically, the committee identifies the following changes:

- Texts become longer.
- Word complexity increases.
- Sentence complexity increases.
- Structural complexity increases.
- Graphic representations become more important.
- Conceptual challenge increases.
- Texts begin to vary widely across content areas.

Students in grades four and five learn to employ and further develop their literacy and language skills to comprehend, use, and produce increasingly sophisticated and complex texts as well as communicate effectively with others about a range of texts and topics. Importantly, they read widely and they read a great deal. They read to pursue knowledge (as when they engage in research) and they read for pleasure.

This chapter provides guidance for supporting all students’ achievement of the CA [CCSS for ELA/Literacy](#) and, additionally for ELs, the [CA ELD Standards](#) in grades four and five. It begins with a brief discussion of the importance of the integrated and interdisciplinary nature of the language arts. It then highlights key emphases of the ELA/literacy program for the span and describes appropriate ELD instruction. Grade level sections provide additional specific guidance for grade four and grade five. The complete grade level CA CCSS for ELA/Literacy and the CA ELD Standards are provided following each grade level section.

An Integrated and Interdisciplinary Approach

As in every grade level, ELA/Literacy and ELD instruction in the fourth and fifth grade span reflects an integrated and interdisciplinary approach to learning. Instruction in both ELA/literacy and ELD is organized in such a way that acknowledges and

capitalizes on the fact that reading, writing, speaking and listening,¹ and language develop together and are mutually supportive. The CA CCSS for ELA/literacy strands are not treated in isolation from one another in the classroom; rather, instruction is integrated. Likewise, the CA ELD Standards call for integration. English learners in grades four and five interact in meaningful ways with text and with others, learn about how English works, and continue to strengthen their foundational literacy skills, all of this working in concert to support successful comprehension and effective expression.

The CA CCSS for ELA/Literacy and the CA ELD Standards also recognize the role that the language arts play across the curricula. Through the language arts, students acquire knowledge and inquiry skills in the content areas. They read to gain, modify, or extend knowledge or to learn different perspectives. They write to express their understandings of new concepts and also to refine and consolidate their understanding of concepts. They engage in discussion to clarify points, ask questions, summarize what they have heard or read, explain their opinions, and as they collaboratively work on projects and presentations. They acquire language for new concepts through reading and listening and use this language in speaking and writing. As the language arts are employed in the content areas, skills in reading, writing, speaking and listening, and language themselves are further developed. The reciprocal relationship between the language arts and content learning is apparent throughout California's subject matter content standards. Example content standards from grades four and five that reveal this relationship include the following:

- Use the vocabulary of theatre, such as *plot*, *conflict*, *climax*, *resolution*, *tone*, *objectives*, *motivation*, and *stock characters*, to describe theatrical experiences. ([California Grade Four Visual and Performing Arts Theatre Content Standard 1.1](#));
- Support an argument that plants get the materials they need for growth chiefly from air and water. ([California Grade Five Next Generation Science Standard 5-LS1-1](#))

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).

- Explain the difference between offense and defense. ([California Grade Four Physical Education Standard 2.1](#))
- Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). ([California Grade Five History-Social Science Content Standard 5.2.1](#))
- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. ([California's CCSS Grade 5 Mathematics Standard](#) NBT 2),

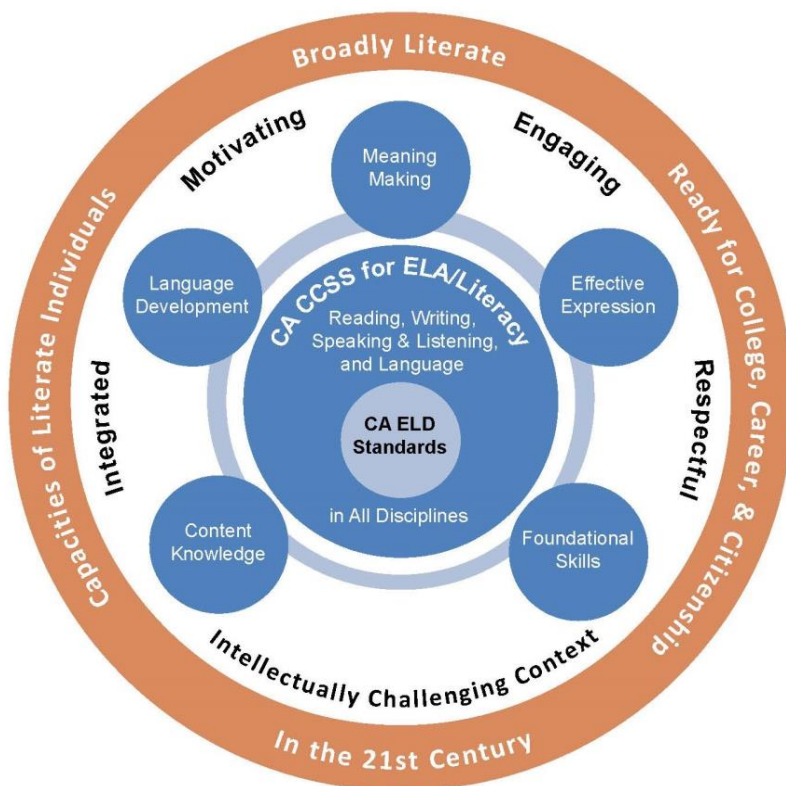
Similarly, the components of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills—are integrated throughout the curriculum in classrooms with ELs. CA ELD Standards are addressed in ELA/literacy, science, social studies, mathematics, the visual and performing arts, and other subjects, rather than being addressed exclusively during designated ELD.

Classroom snapshots and longer vignettes presented throughout this chapter illustrate how the CA CCSS for ELA/Literacy strands, the CA ELD Standards, and other content standards can and should be integrated to create an intellectually-rich and engaging literacy program.

Key Themes of ELA/Literacy and ELD Instruction

This section discusses the five key themes of California's ELA/literacy and ELD curriculum and instruction for grades four and five: **meaning making**; **language development**; **effective expression**, including writing, discussing, presenting, and using language conventions; **content knowledge**; and **foundational skills**. See Figure 6.1. Impacting each of these for ELs is learning English as an additional language, and impacting all students are **motivation and engagement**, discussed in the Introduction and Chapter 2 of this framework and highlighted here in Figure 6.2.

119 Figure 6.1. Goals, Themes, and Context for Implementation of the CA CCSS for
 120 ELA/Literacy and the CA ELD Standards



121
 122
 123 Figure 6.2. Motivation and Engagement

Educators must keep issues of motivation and engagement at the fore of their work to assist students in achieving the CA CCSS for ELA/Literacy and CA ELD Standards. The panel report [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) (Kamil, and others 2008, p. 28-30) makes clear the importance of addressing motivation and engagement throughout the grade levels and recommends the following practices in classrooms with older students:

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

collaborative learning to increase reading engagement and conceptual learning.

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers' and the broader school community's open recognition that students' primary languages, dialects of English used in the home, and home cultures are resources to value in their own right and also to draw upon in order to build proficiency in English (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, showing students similarities and differences between their primary language or dialect of English and the "Standard English" of school, openly affirming students' primary languages or home dialect).
- Use complex texts that accurately reflect students' cultural, linguistic, and social backgrounds so that students see themselves in the curriculum.
- Continuously expand their understandings of culture and language so as not to oversimplify approaches to culturally and linguistically responsive pedagogy. (For guidance on implementing culturally and linguistically responsive teaching, see Chapters 2 and 9.)

Meaning Making

As discussed in Chapter 3 of this framework, meaning making is central in each of the strands of the CA CCSS for ELA/Literacy and in all aspects of the CA ELD Standards. Reading standards for literature and informational text focus on understanding and integrating ideas and information presented in diverse media and formats as well as how the author's craft influences meaning. Writing standards reflect an emphasis on meaning making as students produce clear and coherent texts to convey ideas and information and as they engage in research and demonstrate understanding of the subject under investigation. Speaking and listening standards call for students to communicate their understandings and ideas clearly in ways that are appropriate for the context and task



and to request clarification and explanation from others when they do not understand their ideas and comments. Language standards involve vocabulary acquisition and the use of language conventions in order to convey meaning effectively. The foundational skills standards in the reading strand, too, are crucial for meaning making as their achievement is necessary for the proficiency with the code that is a necessary but not sufficient condition for comprehension.

In transitional kindergarten through grade three, students learned about meaning making in and through the language arts. They asked and answered questions to demonstrate understanding of text (RL/RI.K-3.1). They learned to determine the central message of texts they read themselves (RL/RI.K-3.2), texts read aloud to them, and information presented in diverse media and formats (SL1.3.2). Transitional kindergarten through grade three children learned to describe elements of texts and how they contributed to meaning (RL/RI.K-3.3), use information from illustrations to make meaning (RL/RI K-3.7), and compare the themes and content of texts (RL/RI.K-3.9). By the end of grade three, they independently and proficiently comprehended texts at the high end of the text complexity band for grades two and three.

During the transitional kindergarten through grade three years, students also learned to express and share meaning through writing, communicating opinions, information, and stories with others (W.K-3.1-3), and through discussions and presentations (SL.K-3.1-6). And, in order to clearly convey meaning, they learned many oral and written language conventions (L.K-3.1-6). In short, students in transitional kindergarten through grade three learned that the language arts are *meaningful* acts and they learned how to use the language arts to access and share grade-level ideas and information in all the content areas.

Meaning making continues to be a dominant focus of ELA/literacy and ELD instruction in the fourth and fifth grade span. Students have many opportunities to read exceptional literary and informational texts independently and to share their understandings, insights, and responses with others. (See Chapter 3 for a discussion of independent reading.) They learn to engage meaningfully with increasingly sophisticated and complex texts and tasks and to convey and support their understandings of texts and grade-level topics in writing and in discussions and

presentations. They continue to develop the skills they acquired in previous grades and they acquire new skills related to meaning making. Among the new meaning making skills addressed in the fourth and fifth grade span are the following:

- Inference making and drawing evidence from the text (quoting accurately in grade five) to support inferences (RL/RI.4-5.1)
- Summarizing text (RL/RI.4-5.2)
- Describing the elements or explaining the content of text (RL/RI.4-5.3)
- Making sense of allusions and figurative language (RL.4-5.4)
- Explaining the structure of different types of texts or part of a texts (RL/RI.4.5)
- Analyzing different points of view and accounts of the same event or topic (RL/R.4-5.6)
- Interpreting, using, and making connections among and analyzing different visual and multimedia elements of text and how they contribute to meaning (RL/RI.4-5.7)
- Explaining an author's use of evidence to support ideas conveyed in text (RI.4-5.8)
- Comparing and contrasting texts with similar themes or on the same topic and integrating information from different texts (RL/RI.4-5.9)
- Considering the audience when writing to convey opinions, information/explanations, and narratives (W.4-5.4)
- Drawing evidence from literary or informational texts to support analysis, reflection, and research (W.4-5.9)
- Reviewing key ideas expressed in discussions and, in grade five, draw conclusions (SL.4-5.1)
- Paraphrasing and summarizing portions of text read aloud or information presented in diverse media (SL.4-5.2)
- Identifying evidence a speaker or media source provides to support particular points (SL.4-5.3)

See the section on Language in this Overview of the Span for language-related meaning-making standards that are new to the fourth and fifth grade span.

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

The CA CCSS for ELA/Literacy and the CA ELD Standards call for all students to become critical readers, listeners, and viewers. The NGO/CCSSO (2010, viii) recognize this important aspect of meaning making in calling for the following type of instructional outcomes:

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

Indeed, being able *comprehend as well as critique* is one of the capacities of the literate individual described in the Introduction of this framework. Students make progress toward this vision of literacy throughout the years of schooling. Thus, teachers of fourth and fifth graders ensure students have the skills to understand texts, media, and peers *and that they are critical thinkers as they do so*.

Teachers closely monitor students’ ability to make meaning. Ongoing assessment of meaning making is crucial as meaning making is the purpose of teaching the language arts, and it is fundamental to the achievement of the capacities of literate individuals described in the Introduction of this framework. Formative assessment takes a variety of forms. Skilled teachers gather information as they observe students during instruction, conference with students about texts they are reading, and carefully review their responses to texts, media and peers. They adapt their instruction in the moment

and in their planning of subsequent lessons. They prepare and deliver differentiated instruction in order to meet the instructional needs of each of their students. (See Chapter 9.)

Meaning Making with Complex Text

Fourth graders are provided scaffolding as needed to engage meaningfully with literary and informational texts at the high end of the grades 4-5 text complexity band whereas by the end of grade five, students do so independently and proficiently. As discussed in Chapter 2 and other grade span chapters, text complexity is determined on the basis of quantitative and qualitative dimensions of the text as well as on reader (including motivation, experiences, and knowledge) and task considerations.

In terms of quantitative measures of complexity, suggested ranges of multiple measures of readability for the grades four and five complexity band recommended by the CCSSO are provided in Figure 6.3.

Figure 6.3. Associated Ranges from Multiple Measures for the Grades 4-5 Text Complexity Band

ATOS (Renaissance Learning)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
4.97 - 7.03	52 - 60	4.52 - 7.74	750 - 1010	5.42 - 7.92	0.84 - 5.75

Quantitative measures provide a first and broad—and sometimes inaccurate—view on text complexity. Teachers must examine closely qualitative factors, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands of the text. Texts that have multiple levels of meaning, use less conventional story structures (such as moving back and forth between different characters' perspectives), employ less common language, and require certain background knowledge are more challenging to readers, and therefore considered more complex text. (See Figure 6.4.) Readability formulae cannot provide this information.

Figure 6.4. Qualitative Features of Text Complexity

<p style="text-align: center;">Common Core Standards Qualitative Features of Text Complexity Explained Companion to the Qualitative Dimensions Scale</p>	
<p>(To be consulted in filling out the rubric and in conjunction with anchor texts)</p>	
<p>Structure (could be story structure and/or form of piece)</p> <ul style="list-style-type: none"> • Simple → Complex • Explicit → Implicit • Conventional → Unconventional • Events related in chronological order → Events related out of chronological order (chiefly literary texts) • Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts) • Simple graphics → sophisticated graphics • Graphics unnecessary or merely supplemental to understanding the text → Graphics essential to understanding the text and may provide information not elsewhere provided 	
<p>Language Demands: Conventionality and Clarity</p> <ul style="list-style-type: none"> • Literal → Figurative or ironic • Clear → Ambiguous or purposefully misleading • Contemporary, familiar → Archaic or otherwise unfamiliar • Conversational → General Academic and domain specific • Light vocabulary load¹: few unfamiliar or academic words → Many words unfamiliar and high academic vocabulary present • Sentence structure² straightforward → Complex and varied sentence structures 	
<p>Knowledge Demands: Life Experience (literary texts)</p> <ul style="list-style-type: none"> • Simple theme → Complex or sophisticated themes • Single theme → Multiple themes • Common everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own • Single perspective → Multiple perspectives • Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own 	
<p>Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)</p> <ul style="list-style-type: none"> • Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful • Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts) 	
<p>Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)</p> <ul style="list-style-type: none"> • Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required • Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts) 	
<p>Levels of Meaning (chiefly literary texts) or Purpose (chiefly informational texts)</p> <ul style="list-style-type: none"> • Single level of meaning → Multiple levels of meaning • Explicitly stated purpose → Implicit purpose, may be hidden or obscure 	
<p>¹ Though vocabulary can be measured by quantifiable means, it is still a feature for careful consideration when selecting texts</p> <p>² Though sentence length is measured by quantifiable means, sentence complexity is still a feature for careful consideration when selecting texts</p>	

Source: www.achievethecore.org

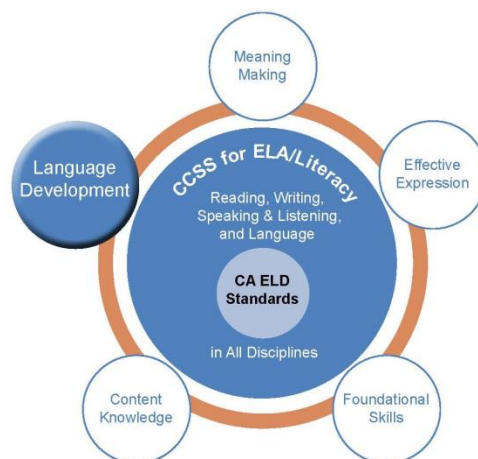
The complexity of a text for readers also depends upon their motivation, knowledge, and experiences and upon what students are expected to do with the text (in other words, the task). When determining the complexity of the text and task for students, teachers must examine the text carefully and know their students. See the discussion of text complexity in Chapter 2.

All students should be provided the opportunity and the appropriate instruction that best supports them to interact successfully with complex text. Ample successful and satisfying experiences with complex text contribute to students' progress toward achieving the skills and knowledge required of college, the workforce, and responsible citizenship. Figure 3.10 in Chapter 3 provides guidance for supporting learners' engagement with complex text, along with additional considerations that are critical for meeting the needs of ELs. Figure 9.13 in Chapter 9 adds information about supporting students experiencing difficulty with reading, thus ensuring that they, too, have opportunities to engage with complex text.

Language Development

As discussed in Chapter 3, language is central to reading, writing, speaking and listening--and all learning. Language development was a high priority in transitional kindergarten through grade three and continues to be so in the fourth and fifth grade span.

In the transitional kindergarten through third grade span, students learned about and expanded their vocabulary and grammatical and discourse structures in each of the ELA/Literacy strands. They learned to determine the meaning of words and phrases, including general academic and domain-specific words and phrases as they are used in texts (RL.3.4/RI.1-3.4). They learned to use sentence-level context to determine or clarify the meaning of unknown and multi-meaning words and phrases (L.1-3.4a). They also learned to use word parts to determine the meaning of words. Specifically, they learned about affixes, including prefixes such as *dis-*, *un-*, *re-*, and *pre-* and suffixes such as *-less*, *ful*, and *-able*, and they learned to use known root words as clues to the meanings of unknown



words containing the same root, such as *company/companion* and *phone/phonics/symphony* (L.K-3.4b, L.1-3.4c). In grades two and three, they gained skill in using print and digital glossaries and beginning dictionaries to determine or clarify the precise meaning of word and phrases in all content areas (L.2.4e/L.3.4d). By the end of grade three, students learned to distinguish shades of meaning among related words that describe states of mind or degrees of certainty (L.3.5c).

Prior to entering grade four, students learned to use linking words and phrases (such as *because, therefore, for example*) and temporal words appropriate for different purposes and types of writing: opinion pieces, informative/ explanatory texts, and narratives (W.2-3.1-3). They also gained an awareness of different registers of language (L.2-3.3) and built skills in choosing words and phrases for effect (L.3.3).

Students in the fourth and fifth grade span continue to draw on what they learned in previous grades. New to this span in terms of attention to language and developing language awareness are the following:

- Using Greek and Latin affixes and roots as clues to meaning (L.4-5.4b)
- Using a thesaurus (L.4-5.4c)
- Using concrete words and phrases and sensory details in narratives and precise language and domain-specific vocabulary in informational/explanatory writing (W.4-5.2b, W.4-5.2d, W.4-5.3d)
- Acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases that signal precise actions, emotions, or states of being (L.4.6) or signal contrast, addition, and other logical relationships (L.5.6)
- Differentiating between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (L.4.3c)
- Expanding, combining, and reducing sentences for meaning, reader/listener interest, and style (L.5.3a)
- Comparing and contrasting the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems (L.5.3b)

The CA ELD Standards amplify this emphasis on language, particularly on the development of academic language and language awareness. This includes having

students interpret, analyzing, and evaluating how writers and speakers use language by explaining how well the language used support opinions or present ideas (ELD.PI.4-5.7), and analyzing the language choices of writers and speakers by distinguishing how their choice of language resources (e.g., vocabulary, figurative language) evoke different effects on the reader or listener (ELD.PI.4-5.8). This amplification of the CA CCSS for ELA/Literacy also includes a strong focus on selecting a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing (ELD.PI.4-5.12) or using modal expressions (e.g., probably/certainly, should/would) to express attitudes or opinions or to temper statements in nuanced ways. Part II of the CA ELD Standards highlight the importance the CA CCSS for ELA/Literacy places on developing deep awareness of how English works on multiple levels: discourse, text, sentence, clause, phrase, and word levels.

Collaborative research projects promote language development as students communicate their new and existing knowledge and relevant experiences to one another. Speaking and listening standards from the CA CCSS for ELA/Literacy are addressed (SL.4-5.1, especially, and depending upon whether students prepare oral reports of their findings, SL.4-5.4), and the collaborative, interpretive, and productive skills outlined in the CA ELD Standards are richly employed when children undertake collaborative projects.

The grades four and five CA CCSS for ELA/Literacy and CA ELD Standards continue the development of *academic language*. Vocabulary is addressed explicitly in the ELA reading, writing, and language strands. Students learn to determine the meaning of words and phrases in literature as well as general academic and domain-specific words and phrases in informational texts relevant to grade level topics and subject matter (RL/RI.4-5.4). They use precise language and domain-specific vocabulary as they write informative/explanatory texts (W.4-5.2d), and they use concrete words and phrases in narrative texts (W.4-5.3d). They determine or clarify the meaning of unknown and multiple-meaning words or phrases in texts and content using a range of strategies, learn figurative language, and acquire and use general academic and domain-specific words and phrases (L.4-5.4-6). They use their knowledge of

morphology (affixes, roots, and base words), the linguistic context (e.g., the words, sentences, paragraphs, and larger sections of text around a new word), as well as reference materials to determine the meaning of new words as they encounter them in texts (L.4-5.4c; ELD.PI.6b)

Grammar is addressed primarily in the language strand of the CA CCSS for ELA/Literacy. Students continue to develop their use of conventional grammatical structures in writing and speaking (L.4-5.1 and L.4-5.3). They expand, combine, and reduce sentences for meaning, reader/listener interest, and style, using appropriate grammatical conventions (L.5.3a).

Discourse structures are addressed as students examine text structures (RL/RI.4-5.5) and as students continue to develop skill in writing texts of different types (opinion, informative/explanatory and narrative), including multiple-paragraph texts in which the development and organization are appropriate to the task, purpose and audience, and as they use language to link ideas and manage text organization (W.4-5.1-4).

The CA ELD Standards center on building ELs' proficiency in the range of rigorous academic English language abilities necessary for successful interaction with grade-level content and full access to the CA CCSS for ELA/Literacy and other content standards. The CA ELD Standards emphasize the importance of "positioning English learners as competent and capable of achieving academic literacies, providing them with an intellectually challenging curriculum with appropriate levels of support, apprenticing them into successfully using disciplinary language, and making the features of academic language transparent in order to build proficiency with and critical awareness of the features of academic language" (CA ELD Standards, Appendix C, 7 [insert CDE publication citation]). This requires teachers to think strategically about the types of learning experiences that will support their EL students at varying English proficiency levels to *build up* and *use* the linguistic resources and content knowledge necessary for participating in academic discourse. Teachers must continue to help their EL students to develop the type of English used in social situations and, importantly, allow students to use social English and "imperfect" English, as well as encourage the continuing development of the primary language, while they engage in academic tasks.

At the same time, the CA ELD standards in Part I and II are focused on developing English learners' proficiency in academic English across the disciplines and disciplinary English within the disciplines.

See Figures 6.5 and 6.6 for examples of academic vocabulary and complex grammatical structures typical of complex literary and informational texts.

Figure 6.5. Selected Academic Language from *Where the Mountain Meets the Moon* by Grace Lin (2009)

General Academic Words	Complex Grammatical Structures
impulsive (p. 2) suited (p. 2) accompanied (p. 2) meager (p. 2) reverence (p. 4) anguish (p. 4) enthralled (p. 28) obedient (p. 31)	<ul style="list-style-type: none"> Every time Ba told the story, she couldn't help thinking how wonderful it would be to have the mountain blooming with fruit and flowers, bringing richness to their needy village. (p. 8) Through the window, Fruitless Mountain stood like a shadow, but Minli closed her eyes and imagined the house shimmering with gold and the mountain jade green with trees, and smiled. (p. 32) When the mother called them for dinner, both refused to move, each clinging to their dishes of wet dirt; Minli had to smile at their foolishness. (p. 33)

Figure 6.6. Selected Academic Language from *We Are the Ship: The Story of Negro League Baseball* by Kadir Nelson (2008)

General Academic Words	Domain-Specific Words	Complex Sentence Structures
prohibited (p. 2) genuine (p. 3) demanding (p. 5) equipped (p. 5) dispute (p. 9) integrate (p. 9) rival (p. 9) shameful (p. 18) consistent (p. 21)	professional league (p. 5) pennant (p. 9) umpire (p. 17) majors (p. 17) infielders (p. 17) spitters (p. 18) emery ball (p. 18) dugout (p. 20) strike (p. 21)	<ul style="list-style-type: none"> When we <i>did</i> play, we got the wrong directions from our manager and were targets for opposing pitchers and base runners, which was a dangerous thing, because back in those days, no one wore any type of protective gear--not even the catcher. (p. 1) He wanted to create a league that would exhibit a professional level of play equal to or better than the majors, so that when it came time to integrate professional baseball, Negroes would be ready. (p. 8)

Effective Expression

The development of effective oral and written expression is one of the hallmarks of the CA CCSS for ELA/Literacy and the CA ELD Standards. The writing, speaking and listening, and language strands of the CCSS include standards that focus on building students' expressive skills in academic contexts. At the same time, the reading strand of the CA CCSS for ELA/Literacy ensures that students engage with a wide range of high-quality literary and informational text and that they examine and learn from the author's craft.



Effective expression is important in all subject matter throughout the grades. In the fourth and fifth grade span, teachers build on what students learned in the primary grades to prepare them for the demands of middle and high school. They provide instruction on the continuum toward achievement of the College and Career Readiness Anchor Standards to which the CCSS correspond. They also prepare students for achievement of the Standards for Career Ready Practice, presented in the [Career Technical Education Model Curriculum](#) (CDE 2013). In terms of effective expression, Standard 2 states that high school graduates *communicate clearly, effectively, and with reason*. Specifically, the standard reads:

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

Effective expression in writing, discussing, and presenting, and the use of language conventions are discussed in the subsections that follow. Additional guidance is offered in the grade level sections of this chapter.

Writing

Significant time and attention is devoted to writing in the grade span. As noted in previous chapters, a panel of experts on effective writing instruction recommends that one hour a day be devoted to writing throughout the elementary school, beginning in grade one. About half of the time is devoted to instruction in the strategies, skills, and techniques of writing and the other half (and likely more) is devoted to writing in a variety of contexts (Graham, and others 2012). And because, as noted in [Informing Writing: The Benefits of Formative Assessment](#), a Report from the Carnegie Corporation of New York, “writing is not a generic skill but requires mastering the use of writing for multiple purposes” (Graham, Harris, and Hebert 2011, 9), students are taught to write a variety of text types, in every content area, for a variety of audiences, including audiences outside the school context.

In transitional kindergarten through grade three, children learned to write a variety of text types, including opinion, informative/explanatory, and narrative texts (W 1-3). With guidance and support from adults, they produced writing in which the development and organization were appropriate to the task and purpose (W 4), engaged in planning, revising, and editing (W 5), and used technology to produce and publish writing (W 6). They conducted short research projects that built knowledge about a topic (W 7), recalling information from experiences and gathering information from print and digital resources, taking brief notes, and sorting evidence into provided categories (W 8). They wrote routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W 10).

Writing instruction in the fourth and fifth grade span builds on instruction in the prior years by further developing previously learned skill and teaching new ones. Among the writing skills that are new to the grade span are the following:

- Logically grouping ideas in written work to effectively convey opinions and information (W 1-2)
- Formatting (such as headings) and using multimedia in written work to aid comprehension (W 2)
- Using quotations in informative/explanatory text (Writing Standard 2)

- Writing multiple-paragraph texts (W 4)
- Producing writing appropriate for the audience (W 4)
- Keyboarding one (grade four) to two (grade five) pages in a single sitting (W 6)
- Using the Internet to produce and publish writing and to interact and collaborate with others (W 6)
- Paraphrasing information from sources (W 8)
- Drawing evidence from literary or informational texts to support analysis, reflection, and research (W 9).

As in all grades, writing is *taught*, not merely assigned and graded. A meta-analysis of research on writing instruction for students in grades four and above (Graham and Perin 2007) revealed that the following elements of instruction have positive effects on students' writing:

- Instruction in strategies for planning, revising, and editing their work
- Instruction in summarizing
- Instructional arrangements whereby they work together to plan, draft, revise and edit their work
- Specific, reachable goals for a particular work, including the purpose and the characteristics of the final product
- Access to word-processors (which is particularly effective for low-achieving writers)
- Instruction in sentence combining
- Prewriting activities designed to help students generate or organize ideas
- Inquiry activities in which students analyze data before writing, helping them develop ideas and content for a particular writing task
- A process writing approach
- Opportunities to study models of good writing specific to a particular instructional focus
- Writing in the content areas

Instruction and curricular materials should reflect these findings.

Students in the fourth and fifth grade span dedicate more time than in previous years to engaging in process writing, with attention to planning, revising, and editing (W.4-5.5). Figure 6.7 shares the components of the writing process as described by Graham, and others (2012).

Figure 6.7. Components of the Writing Process

Components of the writing process include...

Planning, which involves developing goals, generating ideas, gathering information, and organizing ideas

Drafting, which is the development of a preliminary version of a work

Sharing with others, including the teacher and peers, to obtain feedback and suggestions

Evaluating, which is carried out by the student, peers, or the teacher who consider the objectives and which may involve co-constructed rubrics or checklists

Revising, which may involve content, organization or word choices changes

Editing with the goal of making the work more readable to an audience by employing language conventions, such as correct spelling, punctuation, and grammar as taught

Publishing in order to share the final product publicly

Students learn that the writing process is not linear. Furthermore, they discover that not all components of the writing process are engaged in for every piece. For example, quick writes may not undergo revision and journal entries may not be edited—unless the student chooses to do so for some purpose. However, students in the grade span learn and engage in each of these components, and they do so with different types of writing and across the curricula.

It is crucial that students are taught how to offer and receive feedback from others in order to strengthen writing. Teachers provide a variety of structures for giving feedback and coach students on what to look for and how to present their feedback. They may provide forms, checklists, or guiding questions. They may supply prompts, such as “The most interesting sentence in your work was _____” or “Three words that captured my attention while reading your work were _____” or “This sentence (or paragraph) supported your point well: _____.” Teachers model how to provide feedback. They also model what

to do with feedback, perhaps by soliciting students' comments on a sample text and then thinking aloud as they model revising the work incorporating students' feedback.

In the fourth and fifth grade span, students begin to consider audience more than they did in previous grades. They learn "to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience..." (CCSSO 2010).

Teachers ensure that students write for many audiences, including the writers themselves, parents, community members, and local and distant peers. Writing to authentic audiences will heighten students' recognition of the need for effective expression. Authentic audiences are those that have a "nonschool" interest in the written work, such as personnel from a local animal shelter to whom the students write requesting information about pet adoption. Teachers instruct and guide students to use different approaches and registers with different audiences.

As in all grades and all subject matter, formative assessment is a crucial part of writing instruction. Formative assessment occurs moment to moment, day to day, and weekly as teachers observe and interact with students and as they view and discuss with students their in-process and completed work. Formative assessment informs instruction: Teachers make adjustments as they teach, and they plan subsequent lessons based on what they learned about their students. Research on formative assessment in writing indicates that writing skill improves when teachers provide students with teacher and peer feedback about the effectiveness of their writing, teach students how to assess their own writing, and monitor students' writing progress on an ongoing basis (Graham, Harris, and Hebert 2011, 6). As described in Chapter 4, formative assessment of writing can occur a number of ways, including through the following (Romero 2008):

- Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)
- Inventories in which information about students' attitudes, self-perceptions, and interests is gathered through individual interviews or written surveys
- Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included concrete details" or "I used precise vocabulary from the discipline")

- Conferences in which the student and the teacher discuss a single or collection of works, progress toward specific objectives, and goals
- Rubrics constructed by the teacher and/or the students and completed by either or both
- Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher

The upper elementary grades are the final years before students transition to middle school. It is imperative that they develop the writing skills in each of the content areas that will enable them to succeed in the next phase of their education. Students who are experiencing difficulty will need additional attention. Instruction must be clear and systematic with plentiful excellent models and ample time to practice. Feedback must be immediate and specific. Importantly, motivation must be kept high and students must find writing purposeful and recognize they have something to say and that it will be valued by others.

This focus on writing is amplified in the CA ELD Standards. Much of Part I is focused on students examining how successful writers use particular language resources to convey their ideas and also on making strategic choices about using language purposefully in writing for increasingly academic purposes. All of Part II focuses on enacting understandings of how written (and spoken) language works: how different text types are organized, how to make texts more cohesive, how to expand ideas and enrich them, how to connect ideas in logical ways that create relationships between them, and how to condense multiple ideas to create precision. These understandings are critical for successful writing, particularly as ELs complete their elementary years and enter into secondary schooling.

Discussing

Students not only learn to express themselves effectively through writing, they learn to exchange ideas and information in discussions with adults and peers. Effective expression is crucial in the years of schooling ahead and in the workplace--as well as in life. Teachers in grades four and five recognize their role in their students' continuum of learning toward effective expression.

In transitional kindergarten through grade three, students began developing skill in one-on-one, small group, and teacher-led discussions about grade-level texts and topics. They learned to prepare for discussions by reading or studying required materials, follow agreed-upon rules for discussion, ask questions to check understanding, stay on the topic, link their comments to the remarks of others, and explain their ideas in light of the discussion (SL 1). They learned to ask and answer questions about information from a speaker, offering elaboration and detail (SL 3).

In the fourth and fifth grade span, students continue to develop their skills in discussing texts and grade-level topics. Among the new discussion skills learned during the fourth and fifth grade span are the following:

- Carrying out assigned roles in discussions (SL 1b).
- Responding to specific questions to clarify, follow up or otherwise contribute to the discussion (SL 1c)
- Reviewing the key ideas expressed in discussions and, in grade five, draw conclusions (SL 1d)
- Paraphrasing in grade four and summarizing in grade five text read aloud or information presented in diverse media and formats (SL 2)
- Identifying reasons and evidence provided by speakers or media sources for particular points, and by the end of grade five identifying and analyzing any logical fallacies (SL 3).
- Learning to differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (SL 6)

The CA ELD Standards amplify this focus on discussion and collaborative conversations—about content and about language—permeate both Parts I and II. Much of second language development occurs through productive and extended collaborative discourse that is focused on things worth discussing. The CA ELD Standards call for ELs to contribute meaningfully in collaborative discussions with a variety of audiences (e.g., whole class, small group, partner), including sustained and extended dialogue (ELD.PI.4-5.1). When engaged in conversations with others, they negotiate with or persuade others using particular language moves (e.g., “That’s an interesting idea.

However ...”) to gain and hold the floor (ELD.PI.4-5.3), and they learn to shift registers, adjusting and adapting their language choices according to purpose, task, and audience (ELD.PI.4-5.4).

Being productive members of discussions “requires that students contribute accurate, relevant information, respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains” (SL.CCR. Note on Range and Content of Student Speaking and Listening). Teachers in the fourth and fifth grade span work vigorously toward this goal. They ensure that students are provided many occasions to participate in academic discussions with a range of partners (including, as 21st century learners, distant ones; see Chapter 10), and that discussions are a deliberate and integral element of all curricula. Students discuss literary and informational books, including their content area textbooks. They discuss information presented orally and through a variety of media and formats. They discuss instructional experiences, such as science inquiries, social studies projects, and artistic explorations.

Teachers provide explicit instruction, modeling, and protocols for effective discussions, and they ensure equity in participation. They also recognize that the environment they create can encourage all voices or can privilege some and silence others. Research indicates that when students believe their ideas will be heard and respected, they are more likely to participate in discussions. This is especially true of students experiencing difficulty with reading who often lack confidence in themselves (Hall 2012). Furthermore, teachers should promote the acceptance of diverse viewpoints (Kamil, and others 2008).

In a report of evidence-based practices, Kamil and others (2008) provided four recommendations for engaging upper elementary and older students in high-quality discussions of text meaning and interpretation. These include that the teacher:

- Carefully prepares for the discussion by selecting text for discussion that is engaging, has multiple interpretations, is difficult or ambiguous, controversial and developing questions that stimulate students to think reflectively and make high-level connections or inferences

- Asks follow-up questions that help provide continuity and extend the discussion, such as questions that call for a different interpretation, request an explanation of reasoning or identification of evidence from the text, or lead to further thinking or elaboration
- Provides a task, or a discussion format, that students can follow when they discuss texts together in small groups, such as taking different roles during discussions
- Develops and practices the use of a specific “discussion protocol,” that is a specific list of steps they plan to follow when they lead a discussion

Kamil and others note that “leading instructive discussions requires a set of teaching skills that is different from the skills required to present a lecture or question students in a typical recitation format” (25). Instead of employing the widely-used I-R-E approach to structure classroom discussions (Cazden 1986), in which the teacher initiates a question, a student responds, and the teacher provides an evaluate comment, such as “That’s right!” and then asks the next question, teachers should implement more dynamic, collaborative conversations in which all students play a greater role in carrying the conversation. In addition, teachers should support students’ use of different approaches to texts. As appropriate for the purpose, students may be guided to take one of three stances: 1) an efferent stance, in which they work to determine what the text says, 2) an aesthetic stance, in which they consider their reactions to the text, or 3) a critical-analytical stance, in which they consider the author’s intent and perspectives and explore underlying arguments and assumptions. Students should be skilled at each of these approaches and they may all occur in a single extended discussion. Professional learning and opportunities for collaborative planning and teaching are crucial as teachers work to engage students in rich, meaningful discussions.

Presenting

Students engage in more formal expression by planning and delivering presentations (SL.4-5.4-5). In transitional kindergarten through grade three, students learned to give presentations by reporting on topics and texts, telling stories, and recounting experiences, using appropriate and relevant facts and details. They learned

to express themselves clearly for their listeners. By the end of grade three, students planned and delivered an informative/explanatory presentation, organizing ideas around major points, presenting information in a logical sequence, including supporting details and clear and specific vocabulary, and providing a strong conclusion.

In the fourth and fifth grade span, students further develop their skills in presenting. Among the skills related to presenting that are new to the fourth and fifth grade span are the following:

- Organizing content effectively (SL.4-5.4)
- Including descriptive details to support main ideas or themes (SL.4-5.4)
- Planning and delivering narrative presentations and opinion speeches (SL.4-5.4a)
- Memorizing and reciting a poem or section of a speech or historical document (grade five) (SL.5.4b)
- Including audio recordings and, in grade five, multimedia components to enhance the development of main ideas or themes (SL.4-5.5)
- Recognizing when contexts call for the use of formal or informal English and adapting speech to a variety of contexts and tasks (SL.4-5.6)

Students have many opportunities to present ideas and information in collaboration with peers and individually. Some presentations are more elaborate than others and include audio, visual, or other media components to enhance the development of the ideas (SL.4-5.5). Some are live, some recorded; some are shared with a local audience, others with virtual audiences. Students continue to build competence in expressing thoughts and ideas in front of an audience and in creating captivating presentations that are logically and coherently organized in a manner appropriate for the content and purpose. They employ many 21st century skills in doing so. (See Chapter 10.)

Using Language Conventions

Contributing to effective expression is students' command over language conventions, such as grammar and usage in writing and speaking (L 1) and capitalization, punctuation, and spelling in writing (L 2). Conventions are tied explicitly to meaningful and effective communication. Detailed information about conventions

addressed in the span is provided in the grade level sections. Regarding spelling development, see Figure 5.7 and accompanying discussion in Chapter 5.

Content Knowledge

Standards related to content areas other than ELA/Literacy and ELD are provided in other curriculum frameworks and model curriculum published by the California Department of Education. However, given the deeply intertwined relationship between content knowledge and ELA/literacy and ELD and the clear call for an integrated curriculum, brief discussions of content learning are included in this framework.



As noted in Chapter 2, research indicates that knowledge plays a significant role in text comprehension. Indeed, acquisition of knowledge in all content areas is a crucial component of literacy and language development, and making meaning with text not only requires the ability to employ comprehension strategies such as questioning, summarizing, and comprehension monitoring, it also demands *knowledge of the topic of the text* (Lee and Spratley 2010). Thus, *the content areas must not be overlooked in order to devote more attention to the English language arts*. Knowledge enables students to better comprehend text and the language arts are tools to acquire and develop knowledge. The English language arts and the content areas develop in tandem. As the content areas are addressed, so too are the language arts as students engage in reading, writing, speaking and listening and language development in every curricular area and as they build the knowledge that will enable them to interact more meaningfully with subsequent texts.

Students who receive special services, such as those identified with specific learning disabilities, will be disadvantaged if they are removed from the general education classroom during subject matter instruction in order to receive special services. High priority must be given to ensuring that all students have access to content knowledge. Therefore, careful consideration should be given to the timing of special services—crucial as they are—in order to minimize disruption to subject matter

learning. Planning for meeting the needs of all learners should be part of the Multi-Tiered System of Supports (MTSS), which is a systemic process to examine the various needs and support requirements of all learners and develop schedules that allow for time to adequately address these needs without having to remove students from instruction in core whenever possible. (See Chapter 9, Equity and Access for additional information on MTSS)

In this section, the roles of wide reading, informational texts, and student engagement in research projects in building knowledge are highlighted.

Wide Reading

As noted throughout this framework, wide reading of a range of genres and text types on a range of topics is crucial for many reasons. Among them is that texts are a valuable source of general and domain-specific knowledge. Students in every grade level benefit by engaging in wide reading, as do adults throughout their lives. Teachers should provide students with time to read and access to appealing and diverse texts. They should have well stocked classroom libraries and be well versed in exceptional children's literature, ready to make recommendations based on individuals' interests and needs. Furthermore, teachers should model their own enthusiasm for and spark their students' interest in texts, and they should create environments that motivate students to read and discuss texts with others. They should have an independent reading program as specified in the wide reading and independent reading section of Chapter 3.

Engaging with Informational Text

In grades four and five, the expectation is that more than half of the texts students read (other than their self-selected books for independent reading) are informational texts, which includes trade books and content area textbooks in printed and digital form. At the same time, students in grades four and five continue to have rich experiences with literary texts; indeed, experiences with literary texts are vital and they continue throughout the years of schooling. Literary texts, too, contribute to students' knowledge of the world and the human experience. Informational texts, however, are the focus of this section.

Informational texts are a considerable source of the knowledge that students acquire as they move through their years of schooling, and students must be taught how to read these texts because they differ from narrative texts in terms of language, organization, and text features (Duke and Bennett-Armistead 2003; Yopp and Yopp 2006). Furthermore, each discipline—science, mathematics, social studies/history, the arts, and so on—conveys knowledge differently from the others (Lee and Spratley 2010; Shanahan and Shanahan 2012; Zygouris-Coe 2012), thus students need instruction in how to read a range of informational texts. As asserted in the research report on effective literacy instruction for upper elementary and older students, [*Improving Adolescent Literacy: Effective Classroom and Intervention Practices*](#), “helping students comprehend [content-area] text should be a high priority” (Kamil, and others 2008, 16).

It is crucial that students engage with text—both as readers and writers—as they develop knowledge in the subject areas. Texts are used alongside other sources of knowledge: inquiry and hands on experiences, teacher presentations, class discussions, and audio and visual media. Each of these approaches should be employed routinely. It is important that students who are experiencing difficulty with reading are supported as they learn from texts; teachers must not avoid texts as sources of knowledge with students who find them challenging and rely exclusively on nontext media and experiences. Replacing texts with other sources of information—in spite of the intention to ensure access to the curricula—limits students’ skill to independently learn with texts in the future. In other words, instruction must be provided to enable all students to learn with texts alongside other learning experiences.

In previous grades, students interacted with a range of informational texts. They learned to ask and answer questions about grade-level text content (RI.K-3.1), determine the main idea and explain how details support the main idea (RI.K-3.2), and describe the relationship between ideas (RI.K-3.3). They learned to determine the meaning of domain-specific words or phrases in grade-level texts (RI.K-3.4), use text features and search tools to locate information (RI.K-3.5), distinguish their own point of view from that of the author (RI.K-3.6), use information gained from illustrations and words to demonstrate understanding of the text (RI.K-3.7), describe the logical connection between particular sentences and paragraphs in a text (comparison,

cause/effect, first/second/third in a sequence) (RI.K-3.8), and compare and contrast the most important points and key details presented in two texts on the same topic (RI.K-3.9). They learned to comprehend informational texts at the high end of the text complexity band for grades two through three independently and proficiently (RI.K-3.10).

In addition, prior to entering grade four, students learned to write informative/explanatory texts, introducing the topic, grouping related information, including illustrations, developing the topic, using linking words, and providing a concluding statement or section (W.K-3.2) and they planned and delivered an informative/explanatory presentation on a topic, organizing ideas around major points of information, following a logical sequence, including supporting details, using clear and specific vocabulary and providing a strong conclusion (SL.K-3.4).

Students continue to develop the skills they learned in prior grades and they employ them with increasingly sophisticated text and tasks. New to the fourth and fifth grade span in terms of learning with informational text are the following:

- Inference making and drawing evidence from the text to support inferences (RI.4-5.1)
- Summarizing text (RI.4-5.2)
- Explaining the content of text (RI.4-5.3)
- Describing the overall structure of different types of texts or part of a texts (RI.4-5.5)
- Comparing and contrasting firsthand and secondhand accounts of the same event or topic (RI.4-5.6)
- Interpreting and drawing on information presented visually, orally, or quantitatively and explaining how they contribute to meaning (RI.4-5.7)
- Explaining an author's use of reasons and evidence to support ideas conveyed in text (RI.4-5.8)
- Integrating information from different texts (RI.4-5.9)
- Using formatting, illustrations, and multimedia in writing informative/explanatory text to aid comprehension (W.4-5.2)

- Drawing evidence from texts to support analysis, reflection, and research (W.4-5.9)
- Paraphrasing portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (SL.4-5.2)
- Identifying the reasons and evidence a speaker or media source provides to support particular points (SL.4-5.3)
- Acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases (L.4-5.6)

These skills are taught across the curriculum. Teachers should have collections of texts on the same topic so that opportunities exist for a coherent, rather than haphazard, building of knowledge.

Engaging in Research

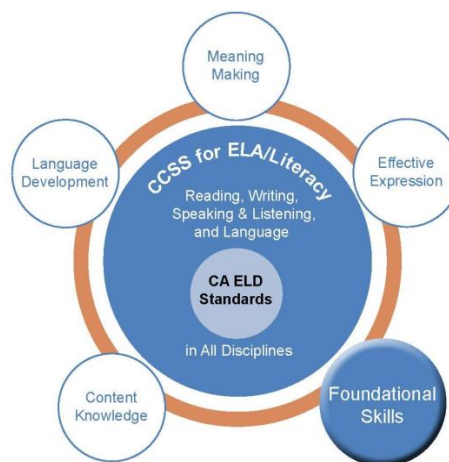
Opportunities to engage in research contribute to students' knowledge of the world, and they are one of the most powerful ways to integrate the strands of the language arts with one another and with subject matter. The writing strand of the CA CCSS for ELA/Literacy calls for students to participate in research projects (W.4-5.7-8), ones that may be completed in the course of a few hours or over an extended time frame (W.4-5.9). Students engaged in research, with guidance and support, beginning in transitional kindergarten. They learned to read a number of books on a single topic to produce a report, gather information from print and digital sources, and take brief notes. By grades four and five, they are more independent in their abilities to pose questions and pursue knowledge from a range of sources. They engage in more extensive projects, and they have opportunities to share their findings with others, using a variety of media and formats.

New to the grade span in terms of building content knowledge through engagement in research are the following:

- Investigating different aspects of a topic when conducting short research projects and, in grade five, using several sources (W.4-5.7)
- Paraphrasing and listing sources, and categorizing information (W.4-5.8)
- Drawing evidence from text to support analysis, reflection, and research (W.4-5.9)

Foundational Skills

The foundational skills are crucial for independence in reading and writing. During transitional kindergarten through grade three years, students developed concepts about print and phonological awareness. They learned the phonics and word analysis skills that enabled them to independently read grade-level texts, and they developed fluency sufficient for attention to be devoted to comprehension. They developed automaticity with a large number of words. In grades four and five, students continue to develop decoding and word recognition skills and fluency that enable them to enjoy and learn from grade-level text in all disciplines. These skills are consolidated as their volume of reading increases.



Phonics and Word Recognition

In grades four and five, students use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode accurately unfamiliar multisyllabic words in context and out of context (RF.4-5.3). In other words, students employ, as appropriate, all of the phonics and word recognition skills they learned in transitional kindergarten through grade three to identify unknown words. Because students in grades four and five vary in their skills, instruction is differentiated based on assessment. Students who demonstrate achievement of a specific skill should not be provided unnecessary instruction in what they already know. *Students experiencing difficulty must be provided focused explicit and systematic instruction immediately* because difficulty with the foundational skills will impede students' access to grade-level texts and hinder their ability to gain pleasure and knowledge from texts. Furthermore, it can negatively impact motivation and engagement with text, which then further impedes literacy achievement. Therefore, after careful diagnosis, students experiencing difficulty must be provided whatever attention

is necessary to acquire the specific skills they need. However, even those students requiring the most intensive instruction in the foundational skills must have the opportunity to participate in the broader ELA/Literacy curriculum, that is, instruction that focuses on meaning making, language development, content knowledge, and effective expression. Schools must have a plan for ensuring that students' success with the foundational skills does not occur at the expense of the rest of the language arts/literacy program nor the content area programs. No single plan is recommended in this framework. However, suggestions include, but are not limited to the following: extended day instruction, co-teaching, brief daily small group or individualized instruction. Most important is to avoid the need for extensive intervention by providing excellent, responsive instruction in the earlier grades and careful assessment. Even in the best of school programs, however, it is likely that some students will need additional support.

Detail about the grade-level standards is provided in the grade four and grade five sections of this chapter.

Fluency

Students in the grade span continue to develop fluency, which even in the upper elementary grades is robustly related to silent reading comprehension (Rasinski, Rikli and Johnston 2009). They read grade-level texts with sufficient accuracy and fluency to support comprehension. Reading Foundational Skills Standard 4 for both grade levels indicates that students do the following:

- 4a. Read on-level text with purpose and understanding.
- 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

The primary purpose of fluency development is to support comprehension. Accurate and automatic word recognition allows for mental resources to be devoted to comprehension. Thus, attention is given to accuracy and automaticity. In addition, fluency instruction is tied to meaning making and teachers' provide instruction in and promote the use of context for self-correction. Rote oral reading exercises in fluency without attention to meaning are inappropriate.

As noted in previous chapters, fluency includes rate, accuracy, and prosody (expression, which involves rhythm, phrasing, and intonation). Fast accurate reading is not synonymous with fluent reading, and although reading rate is the most common measure of fluency, by itself it does not indicate fluency. Prosody is an important component of fluency, and it may be an indicator of understanding as students convey meaning through pitch, stress, and appropriate phrasing (Rasinski, Rikli, and Johnston 2009).

Fluency is developed when students read text that is not too difficult but not too easy for their current level of achievement. Although engagement with complex text is an important aspect of ELA/Literacy programs, students must have access to—and spend considerable time with—interesting texts at their reading level in order to build fluency (Carnegie 2010). Reading volume positively impacts fluency (in addition to impacting vocabulary, knowledge, and motivation). Furthermore, students, especially those experiencing difficulty, must continue to hear models of fluent reading (National Institute for Literacy 2007). Thus, teachers in this grade span, as in every grade span, read aloud to students regularly.

Instruction for ELs will need to be differentiated based on students' prior literacy experiences, similarities between their primary language and English, and their oral proficiency in English. Students must be carefully assessed in English and their primary language to determine the most appropriate sequence of instruction. Decoding skills that students have developed in their primary language can be transferred to English (August and Shanahan 2006, Bialystok 1997, DeJong 2002, Lindholm-Leary and Genesee 2010) with appropriate instruction in the similarities and differences between the student's and the English writing system. By not re-teaching previously learned skills, students' instruction can be accelerated.

Attention to oral language is important, and students should be taught as many meanings of the words they are learning to decode as possible. Pronunciation differences due to native language or dialect should not be misunderstood as difficulty with decoding. Although pronunciation is important, overcorrecting it can lead to self-consciousness and inhibit learning. Rather, teachers should check for students' comprehension of what they are reading. For EL children enrolled in a bilingual program

(e.g., dual immersion, two-way immersion, developmental bilingual), the assumption is that teachers will also use the CA CCSS for ELA/Literacy and the ELD Standards in tandem with the CCSS-aligned primary language standards in order to develop students' foundational literacy skills in both the primary language and in English. See the sections for grades two and three that follow for additional recommendations for foundational skills instruction for ELs.

English Language Development in the Grade Span

The key content and instructional practices described above are important for all children, but they are critical for EL children to develop content knowledge and academic English. As EL children enter into the later elementary grades, the language they encounter in texts, both oral and written, becomes increasingly complex. Their continuing development of academic uses of English depends on highly skilled teachers who understand how to identify and address the particular language learning needs of their EL students. This includes an understanding among all teachers about the language demands of the texts students read and the academic tasks in which they engage. In order to support the simultaneous development of both English and content knowledge, teachers must consider how to address their ELs' language learning needs throughout the day during ELA and other content instruction (integrated ELD), and how to focus on these needs strategically during a time that is protected for this purpose (designated ELD). (For a lengthier discussion of these topics, please refer to Ch. 2).

The CA ELD Standards serve as a guide for teachers to design instruction for both integrated ELD and designated ELD. The CA ELD Standards highlight and amplify the language in the CA CCSS for ELA/Literacy so that teachers can focus on critical areas of English language development, and they set goals and expectations for how EL children at all levels of English language proficiency interact meaningfully with content, develop academic English, and increase their language awareness.

Integrated and Designated English Language Development

Integrated ELD refers to ELD throughout the day and across the disciplines for all ELs. In integrated ELD, the CA ELD Standards are used in ELA and in all disciplines in addition to the CA CCSS for ELA/Literacy and other content standards to support ELs' linguistic and academic progress. Throughout the school day, ELs in grades four and

five should engage in activities where they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through rich experiences that are provided through English, they develop English, and they build confidence and proficiency in demonstrating their content knowledge through oral presentations, writing, collaborative conversations, and multimedia. In addition, when teachers support their students' development of *language awareness*, or how English works in different situations, they gain an understanding of how language is a complex, dynamic, and social resource for making meaning. Through these intellectually rich activities that occur across the disciplines, ELs develop proficiency in understanding and using advanced levels of English and in "shifting register" based on discipline, topic, task, purpose, audience, and text type.

Designated ELD is a protected time during the regular school day where teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* so that ELs develop critical English language skills, knowledge, and abilities needed for content learning in English. Designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. A logical scope and sequence for English language development is aligned with the texts used and tasks implemented in ELA and other content instruction.

Designated ELD is an opportunity to amplify the language ELs need to develop in order to be successful in school and to augment instruction in order to meet the particular language learning needs of ELs at different English language proficiency levels. Examples of designated ELD that builds into and from content instruction are provided in brief snapshots below. Lengthier vignettes for ELA/Literacy and aligned Designated ELD instruction are provided in the grade level sections.

Snapshot 6.1 Designated ELD Connected to ELA
In English Language Arts, Mrs. Thomas is teaching her fourth graders to read short stories more carefully. The students have learned to mark up their texts with their ideas about what the text is about,

what they think the author wants them to think (e.g., about a character), and wording or ideas they have questions about. She structures many opportunities for her students to re-read the short stories and discuss their ideas.

In designated ELD, Mrs. Thomas works with a group of EL students at the Expanding level of English language proficiency. She knows that it can sometimes be difficult to know what is really going on in a story because the language used to describe characters, settings, or behavior is not always explicit, and inferences must be made based on the language that is provided. She shows her students some ways to look more carefully at the language in the short stories they're reading in order to make these inferences. For example, she explains that in literary texts, authors frequently express characters' attitudes and feelings not by "telling" (e.g., *She was afraid.*) but by "showing" through actions or feelings (e.g., *She screamed. She felt a chill trickling down her spine.*).

After modeling several examples and engaging her students in a whole class discussion about the inferences and language, Mrs. Thomas has the students work in pairs to mark up a short story they've been reading. She has the students focus on the language used to describe the characters and to highlight both explicit descriptions (e.g. he was a tall, thin man) and less explicit descriptions (e.g., he was a string bean of a man). Once they've marked up their texts together, she asks the partners to compare and to discuss their notes with another set of partners. Finally, she asks the small groups to evaluate the examples they found, discuss how well the author used language to describe the characters, and to then generate an opinion statement about their evaluation, using evidence from their notes and the text to support it.

Primary ELD Standards addressed in Designated ELD: ELD.PI.4-5.1, 6a, 7, 10b, 11

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Snapshot 6.2 Designated ELD Connected to Mathematics

In mathematics, Mr. Jones structures collaborative activities where his students work together to explain why they are doing things a certain way or argue for particular viewpoints. He understands that meaning in mathematics is made not just through language, but also through symbolic mathematical expressions and visual diagrams. He's observed that his students need to work through math problems using the language they are familiar with, all the while expanding their mathematical language as they learn new concepts. Therefore, he accepts the language his students use as valid, and he encourages them to use familiar, everyday language as they engage in math practices (Moskovitch, 2012). At the same time, he teaches his students precise mathematical terms, and he carefully provides scaffolding to stretch his students' language while focusing primarily on reasoning and building up his students' mathematical knowledge. During mathematics instruction, he might recast what a student is saying in order to stretch the student's language.

Arturo: The rectangle has par...parallelogram...and the triangle does not have parallelogram.

Mr. Jones: You're saying that a triangle is not a parallelogram. Is that what you are saying?
(adapted from Moskovitch, 1999)

This “revoicing” of the student’s explanation validates the student’s ideas and supports participation, keeps the focus on mathematics, and models for the student a way of using language that gets closer to mathematical academic discourse (Shleppegrell, 2007).

During designated ELD instruction, Mr. Jones supports his EL students who are new to English and at the Emerging level of English language proficiency to explain their mathematical thinking by drawing attention to the verbs used to identify (e.g., is/are) and those used to classify (e.g., have) geometric shapes. He has his students work in pairs to ask and answer questions about the shapes. He shows them how, in English, when we ask questions, the order of the subject and verb are reversed, and he supports their use of the new language with sentence frames:

Is this a (shape)? This is a (shape) because it has (attributes). This (shape) reminds me of ____.

In this manner, Mr. Jones supports his students to develop the language needed to convey their mathematical understandings. Mr. Jones observes his students closely during math instruction to determine when and how they are applying their learning of the mathematical terms and the grammatical structures for identifying and classifying.

Primary ELD Standards addressed in Designated ELD: ELD.PI.4-5.1, 3, 11a, 12a, ELD.PII.4-5.3

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Snapshot 6.3 Designated ELD Connected to History-Social Science and Art

In history/social studies, Ms. Avila’s class is learning about immigration and migration to the United States and to California, in particular. The students will be making oral presentations about groups of people who immigrated to California from other countries or settled in California from other parts of the country, and Ms. Avila would like them to include information about the culture of the people in their presentations. She has found an engaging way to expand her students’ appreciation for diverse cultures, which she feels gives them another lens through which to examine immigration and migration. Each day, for the first ten minutes of history/social studies, Ms. Avila uses her document reader to show her students a work of art from diverse cultures. She particularly focuses on cultures that reflect her students’ cultural backgrounds (e.g., African-American, Mexican-American). She shows the work of art and briefly explains what it is called and the materials used to make it. She then uses a map to show where the art was created and provides a summary of the people who live in this region, pointing out connections to the immigration and migration unit. She facilitates a brief whole class discussion, and students ask questions, express their impressions of the art, or make connections to their personal and cultural experiences.

During designated ELD, Ms. Avila sometimes works with her EL students at the Bridging level of English language proficiency to explore certain works of art further, in particular those that are culturally relevant for her students. For example, one day in history/social studies, she shared with the students a photograph of a Khmer stone bas-relief (individual figures, groups of figures, or entire scenes cut into stone walls) from the 12th century temple of Angkor Wat in Cambodia. Many of her EL students are Cambodian-American, and she anticipated that all of her EL students would find the bas-relief, with its depiction of a battle, intriguing. She extends the conversation begun earlier in the day and has the

students describe several photographs of Khmer bas-reliefs in pairs. First, however, she asks the students to briefly examine the photographs and brainstorm a list of words they might want to use in their conversations (e.g., huge, stone, bas-relief, warriors, magnificent). She writes the words on the whiteboard so they can refer to them as they discuss. She prompts the students to make the descriptions as rich but as condensed as they can, preferably describing the bas-reliefs in one or two sentences. She models for the students what she is expecting to hear (e.g., The stone bas-relief shows dozens of Khmer warriors fighting in a huge battle. Some of them are riding magnificent elephants and horses). She asks the students to write their condensed descriptions in their history/social studies notebook.

Using the document reader, the students share what they have written. The class discusses the short descriptions, and students offer suggestions for revisions. Ms. Avila explains to the students that when they prepare their history/social studies oral presentations, it will be useful for them to refer to the brief descriptions they wrote in the day's lesson for models of how to condense a lot of information in a short amount of time since the oral presentations may be no longer than ten minutes.

Primary ELD Standards addressed in Designated ELD: ELD.PI.4-5.1, 2, 4, 10b, 12a; ELD.PII.4-5.6-7

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998 For more information on the CA ELD Standards and descriptions of integrated ELD and
999 designated ELD, see Chapters 2 and 3.

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Grade Four

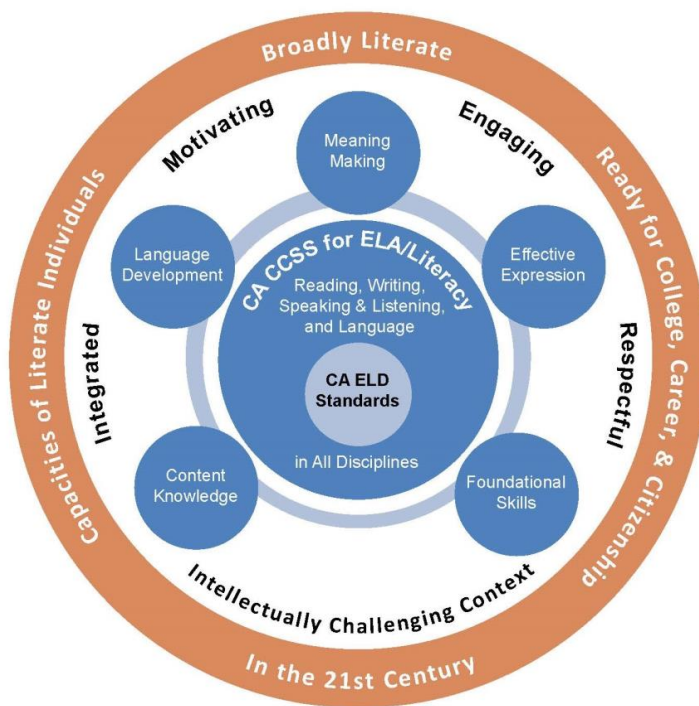
Grade four is a milestone year for students as they make the transition from the primary to intermediate grades. A longer school day and a sharpened focus on content instruction require that students employ their literacy skills in ways that are increasingly complex and flexible. Students' foundational skills must be firmly rooted so they can concentrate their energies on using their literacy skills as a tool within disciplines while advancing their proficiency in all strands of the language arts. At the same time, students are making great gains toward the goal of becoming broadly literate as they engage in wide reading. (See Chapter 3 for a discussion of wide and independent reading.) Teachers provide an organized independent reading program and ensure that every student experiences a range of excellent literature.

This grade-level section provides an overview of overarching themes of ELA/literacy and ELD instruction in grade four. It offers guidance for ensuring ELs have access to ELA and content instruction, including integrated and designated ELD instruction. Snapshots and vignettes bring several of the concepts to life. The section concludes with listings of the CA CCSS for ELA/Literacy and CA ELD Standards for the grade level.

Key Themes of ELA/Literacy and ELD Instruction in Grade Four

Instruction in ELA/literacy should be rigorous, motivating, and designed to ensure that all students receive excellent first instruction. As students look forward to early adolescence, it is important that they be deeply engaged in literacy and content learning and develop the sophisticated reading, writing, speaking and listening, and language knowledge skills necessary for the coming years. In this section, the key themes of ELA/literacy and ELD instruction, as they apply to grade four, are discussed: **meaning making, language development, effective expression, content knowledge, and foundational skills**. See Figure 6.8.

Figure 6.8. Goals, Themes, and Context for Implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards



Meaning Making

Meaning making is a dominant theme of the CA CCSS for ELA/Literacy and the CA ELD Standards. Students read, write, discuss, present, participate in research and other learning experiences, and develop and reflect on language for the purpose of meaningful engagement with ideas and knowledge. In this section the focus is on meaning making with text, particularly complex text.

As students progress through the grades, they face increasingly complex and challenging texts. An excellent foundation in elementary school opens extraordinary literary experiences and ensures that students can learn from informational text in



middle and high school, and beyond. Students' ability to utilize their phonics and word analysis skills is crucial, but it is not sufficient for meaning making. Teachers provide instruction and appropriate support to build students' independence and proficiency with complex text. They use questions to guide students' thinking and teach students strategies for engaging with difficult text, including how to monitor their comprehension.

Questioning

As discussed previously in this framework, teachers develop non-trivial text dependent questions that take students into the text and help them wrestle with difficult sections. See Figure 6.9 for a brief guide on creating questions.

Figure 6.9. A Brief Guide for Creating Questions for Close Analytic Reading of Complex Text

1. Think about what you think is the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.
2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.
3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.
6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.
7. Develop a culminating activity around the idea or learning identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

Source: achievethecore.com

Students also generate their own questions, which promotes active engagement with the text.

Using Strategies for Comprehending Complex Text

Teachers play an active role in guiding students' efforts to comprehend, enjoy, and learn from complex text. They teach and demonstrate a variety of strategies for students to utilize. For example, before they read, students may:

- think about what they already know about the topic
- discuss the topic with others briefly
- preview headings, subheadings, and bolded words
- view images and graphics and make inferences about the topic

As they read, they may:

- jot notes in the margin, as appropriate
- modify their pace
- pause to think periodically
- pause to ask themselves whether they are understanding the text
- partner read and pause to talk about sections of the text
- think aloud with a partner
- reread sections
- sketch a graphic organizer about a section of the text
- identify main ideas and the details that support them
- identify important or unknown words
- annotate the selection using sticky notes
- divide the text into small sections and summarize each section
- record thoughts in a double entry journal

After they read, they may

- discuss their understandings with others, referring to excerpts in the text to explain their interpretations
- quick write the gist of the selection
- share their notes and annotations with others
- reread the text and revisit images and graphics
- explore the topic in greater depth reading or viewing other sources

Formative assessment is an ongoing and integral component of instruction. It occurs as teachers lead discussions about the selections, listen in on students' conversations about texts, view and discuss with students' their annotations, double entry journals, quick writes, and the like.

Students experiencing difficulty will need greater support--more explicit guidance and scaffolded practice--as they engage with complex texts. It is critical that all students regularly encounter sufficiently complex texts in order to advance as readers. However, their interactions with those text, though challenging, must be satisfying.

Language Development

Language development is a central focus of the CA CCSS for ELA/Literacy, cutting across all strands of the language arts (reading, writing, speaking and listening). In addition, it is the primary focus of the ELD Standards. Language development is dependent on opportunities to experience language. Thus, students engage in myriad language interactions with peers and adults for a range of purposes. They also use language by writing extensively.



Key to language development, especially vocabulary development is exposure, and the best source of exposure is texts. Thus, for this and many reasons, teachers continue to read aloud to students in grade four. And, students engage in extensive independent reading. Teachers provide time and access to a wide range of books and other text materials. They conference with students about what they are reading. They encourage students to share their recommendations with their peers and to engage in social interactions about books, such as forming temporary book clubs.

In addition to engaging with texts, students are provided vocabulary instruction. Words are targeted for a variety of reasons, including their importance in a unit of study and their wide applicability. Teachers provide “student-friendly” definitions, that is ones that capture the essence of a word, include how the word is typically used, and use “everyday” language (Beck, McKeown, and Kucan 2013).

A special target of instruction in grade four is the use of Greek and Latin affixes and roots as clues to the meaning of a word (L.4.4b). Because more than 60 percent of English is drawn from Greek and Latin, learning Greek and Latin word parts will have an exponential effect on vocabulary development. See Figure 6.10 for examples. (Lists can be found online; see, for example, McEwan's article on the [Reading Rockets Website 2013.](#)) However, instruction should focus on the roots and affixes that are most applicable to students' studies and experiences.

Figure 6.10. Greek and Latin Roots

Greek			Latin		
Root	Meaning	Examples	Root	Meaning	Examples
astro	star	astronaut astronomy	dict	to speak, to tell	dictate predict contradict
tele	far, distant	telephone telescope telecommunicate	port	to carry	export import support
auto	self	autograph automobile automatic	struct	to build, to form	construct deconstruct structure
micro	small	microscope microphone	vid, vis	to see	vision television visible

Instruction also includes judicious use of sentence frames to facilitate the use of more sophisticated words and grammatical structures. Examples include the following:

- In other words, _____.
- Essentially, I am arguing that _____.
- My point is not that we should _____, but that we should _____.
- What _____ really means is _____.
- To put it another way, _____.
- In sum, then, _____.
- My conclusion, then, is that _____.

- In short, _____.
- What is more important is _____.
- Incidentally, _____.
- By the way, _____.
- Chapter 2 explores _____ while Chapter 3 examines _____.
- Having just argued that _____, let us now turn our attention to _____.
- Although some readers may object that _____, I would answer that _____.

Effective Expression

Students in grade four advance in their ability to express themselves effectively in writing, discussions, and presentations. They employ language conventions appropriate for the grade level. Each of these topics is discussed in this section.

Writing

As in all grades, students in grade four write daily. Some writing tasks are brief; some take days to complete. Some are individual endeavors; some are written in collaboration with peers. Writing is taught explicitly and modeled, and significant time is dedicated to writing in multiple contexts for multiple purposes. For example, students may write to:

- Share the steps in a process, such as how to use the class video camera
- Convey impressions, such as emotions that are evoked by a paintings or historical or contemporary speech
- Explain a phenomenon, such as the different pitches generated when striking glasses with different amounts of water
- Present an argument, such as providing reasons for considering a current community or historical incident unjust or building a case for providing more time for physical activity at school
- Describe in detail, such as when they closely examine their skin through a handheld digital microscope



- Communicate the meaning of a histogram after collecting data
- Record a personal response to a poem
- Create a poem to express their knowledge or feelings or to evoke a response from others
- Summarize key points from a text or multimedia presentation
- Share an experience with distant others, such as when they post a description of a recent activity on the classroom webpage

Writing plays a critical role in every curricular area and teachers provide instruction on how meaning is expressed in different content areas. Writing is purposeful; it is not an meaningless exercise.

A significant milestone in grade four is that students learn to write clear and coherent **multi-paragraph** texts. If writing has been well taught throughout the years and students find relevance in writing—even enthusiasm—writing long works will likely have already occurred in previous grades. What will require attention and clear instruction is ensuring that multi-paragraph works are well organized and coherent.

Opinion pieces generally are organized to include an introduction in which the opinion is asserted, reasons for the opinion that are supported with facts and details, and a conclusion. Students learn to use linking words so that relationships among ideas are explicit. Informational/explanatory texts include an introduction to a topic, well organized and detailed information on the topic, and a concluding statement or section. Headings and multimedia may be employed to aid comprehension, and students employ domain-specific vocabulary. Narratives, too, generally are organized with an opening that orients the reader, event sequences that are clear and unfold naturally, and a conclusion follows from the narrated experience or event. Students use concrete words and phrases and sensory details and a variety of transitional words and phrases are employed.

A sample of student work with annotations follow in Figure 6.11 (CCSS for ELA/Literacy, Appendix C). It is a narrative produced by a grade four student for an on-demand assessment. Students were given the following prompt: “One morning you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens.” Additional examples of student

1208 writing may be found at EdSteps, a large public library of student writing sponsored by
1209 the CCSSO (www.edsteps.org).

1210 Figure 6.11. Narrative Writing Sample, CCSS for ELA/Literacy, Appendix C

Glowing Shoes

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door. The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

When I started out the door, I noticed that Tigger and Max were following me to school. Other cats joined in as well. They didn't even stop when we reached Main Street!

"Don't you guys have somewhere to be?" I quizzed the cats.

"Meeeeeeooooow!" the crowd of cats replied.

As I walked on, I observed many more cats joining the stalking crowd. I moved more swiftly. The crowd of cats' walk turned into a prance. I sped up. I felt like a rollercoaster zooming past the crowded line that was waiting for their turn as I darted down the sidewalk with dashing cats on my tail.

When I reached the school building . . . SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.

Whew! Glad that's over! I thought.

I walked upstairs and took my seat in the classroom.

"Mrs. Miller! Something smells like catnip! Could you open the windows so the smell will go away? Pleeaaase?" Zane whined.

"Oh, sure! We could all use some fresh air right now during class!" Mrs. Miller thoughtfully responded.

"Nooooooo!" I screamed.

When the teacher opened the windows, the cats pounced into the building.

"It's a cat attack!" Meisha screamed

Everyone scrambled on top of their desks. Well, everyone except Cade, who was absolutely obsessed with cats.

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

"Why not! Pet whichever one you want!" she answered.

"Thanks! Okay, kitties, which one of you wants to be petted by Cade Dahlin?" he asked the cats. None of them answered. They were all staring at me.

"Uh, hi?" I stammered.

Rrrriiinnng! The recess bell rang. Everyone, including Mrs. Miller, darted out the door.

Out at recess, Lissa and I played on the swings.

"Hey! Look over there!" Lissa shouted. Formed as an ocean wave, the cats ran toward me.

Luckily, Zane's cat, Buddy, was prancing along with the aroma of catnip surrounding his fur. He ran up to me and rubbed on my legs. The shoes fell off. Why didn't I think of this before? I notioned.

"Hey Cade! Catch!"

Cade grabbed the shoes and slipped them on.

The cats changed directions and headed for Cade.

"I'm in heaven!" he shrieked.

1211

1212 Figure 6.11. Narrative Writing Sample, CCSSO, Appendix C. (continued)

Annotations	
<p>The writer of this piece</p> <ul style="list-style-type: none"> Orients the reader by establishing a situation and introducing the narrator and characters. <ul style="list-style-type: none"> <i>One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door.</i> Organizes an event sequence that unfolds naturally. <ul style="list-style-type: none"> The teacher opens the window; cats come into the classroom; at recess the cats surge toward the narrator; her shoes fall off; another student (one who loves cats) picks up the narrator's shoes; the cats move toward him; he is delighted. <i>...Tigger and Max were following me to school. Other cats joined in as well. ... When I reached the school building ... SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.</i> Uses dialogue and description to develop experiences and events or show the responses of characters to situations. <ul style="list-style-type: none"> <i>I felt like a rollercoaster zooming past the crowded line that was waiting for their turn . . .</i> <i>Whew! Glad that's over! I thought.</i> <i>"Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them? Cade asked, adorably.</i> Uses a variety of transitional words and phrases to manage the sequence of events. <ul style="list-style-type: none"> <i>When I started out the door . . . As I walked on . . . When I reached the school building . . .</i> Uses concrete words and phrases and sensory details to convey experiences and events precisely. <ul style="list-style-type: none"> <i>The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.</i> <i>"Awww! Look at all the fuzzy kitties! They're sooo cute! . . .</i> Provides a conclusion that follows from the narrated experiences or events. <ul style="list-style-type: none"> <i>The narrator describes Cade earlier in the piece as a student obsessed with cats. The story concludes logically because such a character would likely be pleased with the effects of wearing catnip-scented shoes.</i> Demonstrates exemplary command of the conventions of standard written English. 	

1213

1214 Teachers differentiate instruction to address students' current level of skill. They

1215 share "mentor" texts—that is, texts that are excellent examples of the focus of

instruction, such as organization or vocabulary use. The authors' craft is discussed and, as appropriate to the purpose, emulated. This provides a scaffold for students to advance their writing.

In grade four, students learn to type a minimum of one page in a single sitting. The ability to keyboard will aid their engagement in process writing, as students find it easier to revise and edit. The student whose writing was presented in Figure 6.11 likely had well developed keyboarding skills, which allows her to develop a more lengthy piece than she otherwise might have without considerable persistence.

Formative assessment of writing is interwoven with instruction, and teachers use information about each student to plan for the next moment, the next day, the next week, or the months ahead. Teachers observe students as they prepare to write, engage in writing, share their work, and revise and edit their work; they gather information in conferences with students; they view students' written products carefully. They look at individual works and at collections of work. They study students' skills, self-perceptions, and their motivation.

Discussing

Students in grade four continue to develop their ability to engage in academic discussions. They regularly engage in one-on-one, small group, and teacher-led discussions in every content area. Students come prepared to discussions and respectfully engage with one another to deepen their understanding of texts and topics (SL.4.1). They learn to review the key ideas expressed by others (SL.4.1), to paraphrase portions of a text read aloud or information presented in diverse media (SL.4.2), and to identify the reasons and evidence a speaker or media source provides to support particular points (SL.4.3). As it was in all prior grades, discussion is an important and integrated component of students' classroom experiences.

New to grade four is that students carry out assigned roles in discussion (SL.4.1b). Daniels (1994) shares a variety of roles that students may take on as members of literature circles. See Figure 6.12.

1247 Figure 6.12. Discussant Roles in Literature Circles

Summarizer	Your job is to prepare a brief summary of the reading selection. In one or two minutes, share the gist, the key points, the main highlights, and the essence of the selection. Prepare notes to guide your discussion with your peers.
Discussion Director	Your job is to develop a list of questions that your group might want to discuss about the reading. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. During the discussion, ask your peers to refer to the text to explain or support their responses to your questions.
Connector	Your job is to find connections between the text and the outside world. This means connecting the reading selection to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You also might see connections between this text and other writings on the same topic or by the same author.
Literary Luminary (fiction) or Passage Master (nonfiction)	Your job is to locate a few special sections of the text that you found important, interesting, powerful, funny, or puzzling. Tag them or record the page and paragraph number. Prepare to direct your peers to the sections, share them, and discuss your reasons for selecting them. Solicit your peers' reactions to the passages.
Investigator	Your job is to dig up some background information on something relevant to the text—the author, the setting, the historical context, the subject matter. Find information that will help your group understand the story or content better. Investigate something relevant to the selection that strikes you as interesting and worth pursuing.
Illustrator	Your job is to draw a picture related to the reading selection. It can be a sketch, cartoon, diagram, flow chart, or stick-figure scene. Your drawing can be an abstract or literal interpretation of the text. You may wish to elicit your peers' reaction to your drawing before you tell them what you were thinking.
Vocabulary Enricher	Your job is to be lookout for a few especially important words in the selection. If you come across words that are puzzling or unfamiliar, tag them while you are reading, and then later jot down their definition, either from a dictionary or some other source. You may also run across familiar words that stand out for some reason—words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Tag these words, too. Be ready to discuss the words, taking your peers to the text, and the reasons for your choices with the group.

1248 Adapted from Daniels (1994).

Importantly, teachers ensure there are interesting things to discuss and that students have the background knowledge (including the vocabulary) necessary to contribute to the conversation—knowledge gained through engagement in compelling text and meaningful learning experiences.

Presenting

Students generally use more formal language registers when they give presentations. They report on topics or texts, tell a story, or recount an experience, including appropriate facts and details to support their points, and they add audio and visual displays as appropriate (SL.4.4-5). In grade four, students plan and deliver a narrative presentation that relates ideas, observations or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable (SL.4.4a). They are provided models and feedback.

Students have many opportunities to present knowledge and ideas. Most presentations occur in collaboration with partners or small groups. Together, students plan, rehearse, and present. Some presentations are short and are prepared in a few hours (or less). Others are longer and take days to prepare, such as when students share the details and results or outcomes of a research project or service learning experience. Some presentations are live and some are recorded, such as a video report. Students present to range of audiences, including their peers, classroom guests, their nearby community, and online others.

Presentations will be most valuable if they are meaningful to students; that is, if students find value in expressing their knowledge or ideas and if the subject of the presentation is relevant to the audience. Importantly, they should receive feedback from their audiences.

In grade three, students gave an informative/explanatory presentation. They continue to give informative/explanatory presentations in grade four, generally on topics of their choice. For example, after completing the “Life and Death with Decomposers” unit of the [California Education and the Environment Initiative](#), one student or a pair of students might decide to closely investigate decomposition at their school site or to establish their own compost pile in a specially designated trash container. They take

photos to document the process and they videotape an interview of themselves as well as of an expert at the local arboretum. They present their findings to their classmates, extending all students' learning after the unit.

Using Language Conventions

The use of conventions contributes to effective expression. Language conventions in grammar and usage taught in grade four include those in Figure 6.13.

Figure 6.13. Language Conventions in Grade Four (L.4.1)

Standard	Abbreviated Definitions and Examples
a. Use interrogative, relative pronouns and relative adverbs	<u>Interrogative, relative pronouns ()</u> : <i>who, whose, whom, which, that</i> <u>Relative adverbs</u> : <i>where, when, why</i>
b. Form and use the progressive verb tenses	<u>Present Progressive</u> (expresses an ongoing action): <i>I am playing soccer.</i> <u>Past Progressive</u> (expresses a past action which was happening when another action occurred): <i>I was playing soccer when it started to rain.</i> <u>Future Progressive</u> (expresses an ongoing or continuous action that will take place in the future): <i>I will be playing soccer when you arrive.</i>
c. Use modal auxiliaries to convey various conditions	<i>A helping verb used in conjunction with a main verb to indicate modality (likelihood, ability, permission, obligation):</i> <i>Can you drive? You may leave now. The dog must not sit on the sofa..</i>
d. Order adjectives within sentences according to the conventional patterns	<i>A small red bag rather than a red small bag</i>
e. Form and use prepositional phrases	Phrases made up of a preposition and noun or pronoun following it (the object of the preposition): <i>My friend ran around the block. My mother went in the market.</i>
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	Corrects <i>Before he took his mother's bracelet.</i> to <i>Before he took his mother's bracelet, he thought about the consequences.</i>
g. Correctly use frequently confused words	<i>to, too, two; there, their</i>

Language conventions of capitalization and punctuation taught in grade four include the following:

- Use correct capitalization
- Use commas and quotation marks to mark direct speech and quotations from a text
- Use a comma before a coordinating conjunction in a compound sentence

Instruction is systematic, explicit and has immediate application in meaningful contexts. In other words, students experience and reflect on the conventions used in literary and informational texts as they explore the author's craft and they have real reasons to use the conventions in their own writing and presentations. As noted elsewhere, learning of grammar does not occur in a linear fashion. Students will need time and multiple exposures and conversations about grammatical features before they are fully integrated into students' usage. It is crucial that students, particularly ELs, do not feel inhibited in communication due to concerns about accuracy as they develop skill.

Conventions taught in previous grades are reinforced in this grade span. Some likely require continued attention as they are applied to increasingly sophisticated writing and speaking, particularly those displayed in the language progressive skills chart provided by the CCSSO (2010), which include the following grade three standards:

- L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.
- L.3.3a. Choose words and phrases for effect.

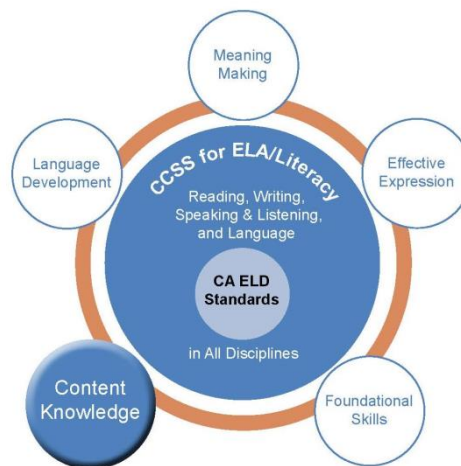
Attention to spelling continues. Work continues on building skill with multisyllabic words and irregularly spelled words. Most important is the focus on the morphological features of words. Spelling is closely interwoven with the following vocabulary and word analysis standards in the Language and Reading strands:

- Vocabulary: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*) (L.4.4b)

- Word Analysis: Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context (RF.4.3a)

Content Knowledge

In grade four, teachers ensure that the content standards for all subject matter (e.g., science, social studies, the arts) are addressed in depth—and, importantly, that every student has access to the content. They do this by ensuring that all students are present for content instruction (rather than being removed to receive special services, for example) and by implementing instructional approaches that are appropriate for the range of learners. Teachers recognize the importance of students learning content for its own sake as well as for its role in literacy and language development.



Because disciplinary texts differ from one another in terms of presentation of information, language use (including vocabulary and grammatical and larger text structures), the roles and use of graphics and images, and so on, teachers provide explicit instruction in how to make meaning with the texts of different disciplines.

As noted in the Overview of the Span of this chapter, wide reading and engaging in research are both critical for expanding students' content knowledge. Content area research provides rich opportunities for reading and writing multi-media informational texts. Grade four students have daily opportunities to read books of their choice, and they pursue questions that interest them. Teachers should have an independent reading program as specified in the wide reading and independent reading section of Chapter 3.

Text sets are particularly useful for building students' knowledge and academic language. Figure 6.14 provides informational texts related to Earth's systems.

Figure 6.14. Books Related to Science

Science – Earth’s Systems (NGSS ESS2)*Earthquakes* by Mark Maslin (2000)*Volcano: Iceland’s Inferno and Earth’s Most Active Volcanoes* by National Geographic (2010)**Los Volcanes* by Gloria Valek (1996)*Rocas y Minerales* by Jane Walker (1996)

Photo Essays:

Forces of Nature: The Awesome Power of Volcanoes, Earthquakes and Tornadoes by Catherine O’Neill Grace (2004)*Everything Volcanoes and Earthquakes* by National Geographic Kids (2013)**Earthquakes* by Seymour Simon (1991)*Volcanoes* by Seymour Simon (1988)

Picture Books:

Volcano by Ellen J. Prager (2001)*Volcanoes* by Jane Walker (1994)

Online:

Ask-A-Geologist (Ask questions about volcanoes, earthquakes, mountains, rocks, and more) U.S.

Geological Survey, ask-a-geologist@usgs.gov *(CDE. *Recommended Literature: Pre-Kindergarten Through Grade Twelve*)

* Other sources

Foundational Skills

In grade four, Foundational Skills instruction centers on students’ application of phonics and word analysis skills to multisyllabic words and the continued development of fluency. These skills are achieved in a number of ways (see below).

However, it is important to note that wide reading—which provides students with rich opportunities to engage in meaning making, interact with models of effective expression, expand their language, and acquire content knowledge—also supports students’ in becoming increasingly competent with foundational skills. That is, reading extensively



provides students with opportunities to utilize in concert the phonics and word recognition skills they have learned in wide-ranging contexts, and it contributes significantly to students' fluency.

Phonics and Word Recognition

In grade four, students apply the following phonics and word analysis skills to accurately read unfamiliar multisyllabic words in and out of context (RF.4.3a):

- Letter-sound correspondences
- Syllabication patterns (See Figure 5.10 in Chapter 5.)
- Morphology (e.g., roots and affixes) (See Figure 6.10 and accompanying text.)

Students who enter grade four lacking command of any of the foundational skills are given additional support immediately. Assessments are conducted to determine the areas of need and appropriate, targeted instruction is provided by skillful teachers.

Fluency

Students develop fluency with grade-level text. Standard RF.4.4 indicates that they

- a. Read on-level text with purpose and understanding
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Students develop fluency by reading. They engage in rereading for authentic purposes, such as preparing for a reader's theatre production, reading aloud a poem to an audience, or practicing before audio or video recording a presentation. Importantly, they also engage in a great deal of independent reading. The more they read, the more automatic they become at word recognition and overall fluency, which in turn contributes to meaning making and motivation. As noted elsewhere, reading volume also contributes to language development (especially vocabulary) and knowledge.

Mean fluency rates for grade four students are presented in Figure 6.15. Fluency rates must be cautiously interpreted with speakers of languages other than English. In addition, fluency rates are difficult to apply to deaf and hard-of-hearing students who use American Sign Language. When students storysign, they are actually interpreting

the story from one language (printed English) to another (American Sign Language). In this case, fluency rates in the figure do not apply.

Figure 6.15. Mean Oral Reading Rate of Grade Four Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	145	166	180	1.1
75	119	139	152	1.0
50	94	112	123	.09
25	68	87	98	.09
10	45	61	72	.08

*WCPM = Words Correct Per Minute **Average words per week growth
(Hasbrouck and Tindal 2006)

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all disciplines. Figure 6.16 outlines *general guidance* on providing instruction to ELs on foundational literacy skills aligned to the CA CCSS for ELA/Literacy Reading Foundational Skills Standards. This guidance is intended to provide a general overview, and does not address the full set of potential individual characteristics of EL students that needs to be taken into consideration in designing and providing foundational literacy skills instruction (e.g., students who have changed schools or programs frequently, or who have interrupted schooling in either their native language or English).

1429 Figure 6.16. Guidance on Foundational Literacy Skills Instruction for English Learners
 1430 (Grade Four)

1431 *Note:* RF.K-3 need to be adapted for student's age, cognitive level, and educational
 1432 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). <ul style="list-style-type: none"> • RF.K.2 • RF.1.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of Phonological Awareness skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • RF.K.1 • RF.1.1
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 • RF.4.3 Fluency

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading: Foundational Skills
			4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> RF.4.4
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, 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. <ul style="list-style-type: none"> RF.K.3 RF.1.3 RF.2.3 RF.3.3 RF.4.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> RF.4.4

An Integrated and Interdisciplinary Approach

As noted throughout this framework, the CA CCSS for ELA/Literacy and the CA ELD Standards call for an integration of reading, writing, speaking, and listening. In addition, these two sets of standards are inextricably linked to every area of the curriculum. Learning subject matter demands understanding and using its language to comprehend, clarify, and communicate concepts. The following snapshots illustrate the integration of the ELA/Literacy strands with history-social sciences and science.

Snapshot 6.4 Integrated ELA/Literacy and History-Social Sciences in Grade Four

Mr. Duarte's fourth-grade students had engaged in a variety of experiences to learn about the California Gold Rush. They read from their social studies text and other print materials, conducted research on the Internet and presented their findings, wrote scripts and dramatically enacted historic events for families and other students, participated in a simulation in which they assumed the roles of the diverse individuals who populated the region in the mid-1800's, and engaged in numerous whole-group and small-group discussions about the times and the significance of the Gold Rush in California's history. Today, Mr. Duarte engages the students in an activity in which they explain and summarize their learning through the use of a strategy called Content Links*. He provides each student with an 8.5 x 11" piece of paper on which a term they had studied, encountered in their reading, and used in their writing over the past several weeks is printed. The words include both general academic and domain-specific terms, such as *hardship*, *technique*, *hazard*, *profitable*, *settlement*, *forty-niner*, *prospector*, *squatter*, *pay dirt*, *claim jumping*, *bedrock*, and *boom town*, among others. He distributes the word cards to the students and asks them to think about the word they are holding. What does it mean? How it is related to the study of the Gold Rush? If necessary, students are permitted to take a quick look at resources to clarify their understandings. Then, Mr. Duarte asks the students to stand up and wander around the classroom and explain their word and its relevance to the study of the Gold Rush to a few classmates, one at a time, thus requiring them to articulate their understandings repeatedly and hear explanations of more than one other word from the unit of study.

The students are then directed to find a classmate whose word connects or links to theirs in some way. For example, the words might be synonyms or antonyms, one might be an example of the other, or both might be examples of some higher-order concept. The goal is for the students to identify some way to connect their word with a classmate's word. When all of the students find a link, they stand with their partner around the perimeter of the classroom.

Mr. Duarte invites them to share their words, the word meanings, and the reason for the link with the whole group. David and Susanna, who hold the terms *pay dirt* and *profitable*, volunteer to start. They explain the meanings of their words in the context of the subject matter and state that they formed a link because both terms convey a positive outcome for the miners and that when a miner hits pay dirt it means he will probably have a good profit. As pairs of students share with the group their word meanings and the reasons for their connections, Mr. Duarte listens thoughtfully, asks a few clarifying questions, and encourages elaborated explanations. He invites others to build on the comments of each pair. After all pairs have shared their explanations with the group, Mr. Duarte inquires whether any student saw another word among all the words that might be a good link for their word. Two students enthusiastically comment that they could have easily paired with two or three others in the room and they tell why. Mr. Duarte then invites the students to "break their current links" and find a new partner. Students again move around the classroom, talking about their words, and articulating connections to the concepts represented by the

other words. Mr. Duarte happily observes that through this activity students not only review terms from the unit but also engage in discussion of the major ideas they had been studying for the past few weeks.

CA CCSS for ELA/Literacy: SL.4.1; L.4.6; RI.4.4

CA ELD Standards: PI. A.1 (Ex); PI.C.12a (Ex); PII.C.6.

History-Social Science Content Standards:

4.3 3: Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

4.4.2: Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

Historical and Social Sciences Analysis Skills:

Historical Interpretation 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

Adapted from Yopp (2007) and Yopp and Yopp (2009)

1441

Snapshot 6.5 Integrated ELA/Literacy and Science in Grade Four

The students in Mrs. Achebe's class are busying themselves with selecting "important words" from the trade book they are reading about volcanoes to support their study of Earth's features in science. Among the words Jason selects are *dormant* and *active*. He writes them on separate sticky notes he has laid out in front of him and then returns to the text, reading and rereading the last three paragraphs of the selection to identify his final words. Like his classmates, he is searching for ten important words, that is, words that represent key ideas from the text the class is reading. After all the students have finalized their selections, sometimes crossing out early choices and replacing them with different words, the teacher leads them in building a histogram at the front of the room. One table group at a time, they place their sticky notes in columns on the chart paper, with each column displaying a different word. Jason begins a column by placing *dormant* on the x axis of the chart. Susanna, Nasim, and Ricardo had also selected *dormant* and, one after the other, they carefully place their words above Jason's so the column is now four sticky notes high. Christine starts a new column with the word *molten*, and others place their sticky notes with the same word above hers. As each of the table groups adds their words to the histogram, it grows in height and width. Some columns are very tall because every student chose the word, some are shorter because fewer students selected those words, and some columns contain only one sticky note. *Spew*, for example, appears in a column of its own.

Mrs. Achebe invites the students to examine the completed histogram and share their observations. Irena points out that some words were selected by many students, and others were selected by only a few or even one student. Mai comments that about half the words were selected by a large number of students. Ryan points out the width of the chart and says, "Obviously, we didn't all pick the same words!" Questions start bubbling up from the students: Which words did everyone or almost

everyone select? Which words were selected only once? Why did people choose certain words? The teacher leads the group in a discussion about the words, starting with those that were selected by the most students. Why, she asks, did everyone select the word *volcano*? The students laugh and tell her it is what the passage is about! "What do you mean?" she asks. They explain that volcanoes is the topic of the passage and that everything in the passage has something to do with volcanoes--what types there are, what causes them, where they appear in the world. "This passage couldn't exist without the word volcano!" they say. She invites their comments about other high frequency words, and the students explain what the words mean, how they are used in the reading selection, and why they are important. Then she focuses on words that were selected by fewer students and invites anyone to explain why the words might have been selected, whether they selected it or not. Why might someone else have selected it? Mrs. Achebe deliberately had not asked students to sign their sticky notes because she wants everyone to feel comfortable critically analyzing the words. As the students discuss the words, explain their relevance to the topic of volcanoes, and wrestle with their importance, they thoughtfully review the content of the selection and reconsider their own choices.

At the conclusion of the discussion Mrs. Achebe asks the students to write a one-sentence summary of the passage. Their initial efforts to select important words, the chart that displays a range of important words, and their participation in the discussion about the words and ideas in the text has served as a scaffold for this task. The students look at the histogram they created, revisit the text, and quickly bend over their desks to generate their sentences.

CA CCSS for ELA/Literacy: RI.4.2; SL.4.1; L.4.6

Next Generation Science Standards:

4-ESS3.B: Natural hazards

4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

1442

1443 **English Language Development in Grade Four**

1444 In grade four, EL students learn English, learn content knowledge through
1445 English, and learn about how English works. English language development occurs
1446 throughout the day across the disciplines and also during a time specifically designated
1447 for developing English based on EL students' language learning needs. In integrated
1448 ELD, fourth grade teachers use the CA ELD Standards to *augment* the ELA or other
1449 content instruction they provide. For example, after a small reading group has read a
1450 complex literary text, a teacher might ask the students to discuss a text-dependent
1451 question with a partner. She could use the CA ELD Standards to provide differentiated

support to her ELs at varying levels of English language proficiency. She might ask the class the question, “Why do you think the main character behaved responsibly? How do we know?” She might provide substantial support her ELs at the Emerging level of English language proficiency by explaining the meaning of the words “behaved” and “responsibly,” code-switching to explain the question in the student’s primary language (for ELs very new to English), or by providing a cognate (e.g. *responsablemente*). To support them with expressing their ideas, she might provide them with an open sentence frame (e.g., I think ____ behaved selfishly ____ because ____.), which she could post for them to refer to. ELs at the Expanding and Bridging levels of English language proficiency will likely require less linguistic support, but they may need an open sentence frame, as well. ELs at the Expanding and Bridging levels of English language proficiency can be expected to provide more detailed textual evidence in their responses, while students at the Emerging level may share the same evidence using fewer details. All students will need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and discuss it. Figure 6.17 shows a section of the CA ELD Standards a teacher might use in planning this type of differentiated instructional support during ELA.

Figure 6.17. Using the CA ELD Standards in Integrated ELD

English Language Development Level Continuum		
→----- Emerging -----→----- Expanding -----→----- Bridging -----→		
11. Supporting opinions a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.	11. Supporting opinions a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content with moderate support.	11. Supporting opinions a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content with light support.

Designated ELD is a protected time during the regular school day during which qualified teachers work with EL children grouped by similar English proficiency levels focusing on the critical language students need to develop in order to be successful in school subjects. Designated ELD time is an opportunity to focus on and help EL students develop the linguistic resources of English that they need to engage with, make meaning from, and create content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time. However, the content focus is derived from ELA and other areas of the curriculum. The main instructional emphases in designated ELD in the fourth grade are the following:

- Building students' abilities to engage in a variety of collaborative discussions about content and texts
- Developing students' understanding of and proficiency using the academic vocabulary and various grammatical structures encountered in fourth grade texts and tasks
- Raising students' language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). This language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language using these language resources. During designated ELD children should engage in discussions related to *the content knowledge* they are learning in ELA and other content areas, and these discussions should promote the use of the language from those content areas. Students should also *discuss the new language* they are learning to use. For example, students might learn about the grammatical structures of a particular complex text they're using in science or ELA, or they might explicitly learn some of the general academic vocabulary used in the texts they're reading in ELA or social studies.

In grade four, since designated ELD builds into and from ELA and other content areas, the focus of instruction will depend on what students are learning and what they are reading and writing throughout the day. As the texts students are asked to read become increasingly dense with academic language, designated ELD may focus more on reading and writing at different points in the year, particularly for students at the Expanding and Bridging levels of English language proficiency. This intensive focus on language, in ways that build into and from content instruction, supports students ability to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge. Examples of designated ELD aligned to different content areas is provided in the “snapshots” in the grade span section of this chapter, as well as in the “vignettes” in the next section. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principle standards during Designated ELD, see Chapter 2.

ELA/Literacy and ELD in Action in Grade Four

The research-based implications for ELA/Literacy and ELD instruction have been outlined above, in the grades four and five grade span section, and in Chapter Two. In the following section, detailed examples illustrate how the principles and practices discussed in the preceding sections look in California classrooms. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers might enact the CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of conducting research to build deep knowledge of a topic and writing to convey this growing knowledge. For example, W.4.7 states that students conduct short research projects that build knowledge through investigation of different aspects of a topic; *and* ELD.PI.4.10a (Br) states that students write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register. In integrated ELA and Social Studies, conducting research and writing about what is learned involves both engaging

in research practices and learning to use language in particular ways—interpreting information through wide and careful reading on a topic, discussing different aspects of the topic both informally and more formally, writing about what has been learned to explain, describe, or persuade.

Accordingly, teachers should prepare an artfully integrated sequence of lessons that scaffold students' abilities to discuss their ideas, analyze and evaluate what they read or hear in order to develop a discerning eye for evidence, and produce oral and written language that represents their growing understandings while at the same time stretches them to use the linguistic resources that are typical of and highly valued in history informational texts. Teachers should select texts appropriate for research tasks that are interesting and engaging, and they should also provide opportunities for students to select texts, web-based resources, and other media sources for research projects on their own as this will foster a sense of self-efficacy in students and also build their capacity to be self-reliant. In addition to using print texts, students should use multimedia resources (e.g., the internet, digital media, photographs) and interact with one another collaboratively.

Teachers should ensure that the texts used represent a variety of cultures and that the cultures of their students are accurately and respectfully depicted. All students need to see themselves positively reflected in the texts they are reading, and they need to see role models to aspire to. They also need to learn to value and respect the cultures of their fellow students, as well as those of children like them from cultures outside the classroom. (For more guidance on culturally and linguistically relevant instruction, see Chapters Two and Nine).

In addition to ensuring that their students interact in meaningful ways—with one another, with content knowledge, and through literacy tasks—and that they learn to value diversity, teachers should analyze the texts students will use ahead of time and identify their language demands. This analysis by teachers before instruction includes examining the sophistication of the ideas or content of the text, students' prior knowledge of the content, and the complexity of the vocabulary, sentences, and organization of the text. Teachers should anticipate the kind of language they wish to observe their students using in discussions and in writing and prepare opportunities for

students to use this language meaningfully. Teachers should use and discuss “mentor texts,” that is, the kinds of texts that they would like for students to be able to eventually write on their own, so that students have language models to aspire to, and they should provide concrete methods for students to read their texts analytically, with appropriate levels of scaffolding in order to ensure success.

Importantly, especially for ELs, and in fact for all students, teachers should explicitly draw attention to the text structure and organization and to particular language resources (e.g., vocabulary, grammatical structures, cohesive devices) in the informational texts used in the curricular unit. History informational texts contain an abundance of general academic vocabulary (e.g., *development*, *establish*), as well as domain-specific terms (e.g., *revolution*, *civil rights*), which students need to understand in order to make sense of the meanings in the texts. In addition, history texts use language in ways that may be unfamiliar to students (e.g., establishing time relationships as in *At the beginning of the last century...*, *After a long and difficult trek...*). Teachers can help their students to notice these types of language features and many others that are used in their history/social studies texts. Through carefully designed instruction, they can build their students’ awareness of how language is used to make meaning in history/social studies, thereby developing their students’ ability to understand the language of complex informational texts and at the same time their understanding of the critical meanings in the texts (Schleppegrell 2013). This awareness about how English works in different text types also helps students expand their bank of language resources, which they can draw upon as they produce their own writing.

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this framework. Lesson planning should look forward to year-end and unit goals, be based on students’ needs, and incorporate the framing questions in Figure 6.18.

1595 Figure 6.18. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks 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? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?
*Scaffolding, accommodations, and modifications are discussed in Chapters 3 and 9.	

1596

1597 **ELA/Literacy and ELD Vignettes**

1598 The following two vignettes illustrate how a teacher might implement the CA
1599 CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and
1600 additional considerations discussed above. The first vignette presents a glimpse into an
1601 instructional unit and a closer look at a lesson during integrated ELA and Social Studies
1602 instruction. In this vignette, the focus of instruction is *conducting research* and *writing*
1603 *research reports* (biographies). The integrated ELA/social science vignette is an
1604 example of appropriate instruction for all CA classrooms, and additional suggestions are
1605 provided for using the CA ELA/Literacy and CA ELD Standards in tandem for EL
1606 students. The second vignette presents a designated ELD lesson that builds into and
1607 from the integrated ELA/science lesson in order to support EL students in their steady

development of academic English. This vignette focuses on developing general academic vocabulary students need to know well in order to understand their social studies texts and for writing their biography research reports.

ELA Vignette

Vignette 6.1 Integrated ELA and Social Studies Instruction in Grade Four: Writing Biographies

Background: Mrs. Patel's class of thirty-two fourth graders write many different text types during the course of the school year. Currently, they are in the middle of a unit on writing biographies from research. At Mrs. Patel's school, the K-5 teachers have developed a multi-grade scope and sequence for *literary nonfiction writing* by focusing on simple recounts of personal experiences in K-1, moving into autobiographies in grades 2-3, and then developing students' research and writing skills further in grades 4-5 by focusing on biographies. In the fifth grade, the students write biographies of community members they interview, but fourth graders write biographies on famous people who made a positive contribution to society (e.g., Ruby Bridges, Cesar Chavez, Helen Keller, William Kamkwamba).

The school is diverse with multiple cultures and languages represented (n Mrs. Patel's class, twelve different primary languages are represented), and students with disabilities are included in all instruction. The fourth grade teachers intentionally select biographies that reflect this diversity. Among the teachers' main purposes for conducting this biography unit is to discuss with their students various complexities of life in different historical contexts and how the historical figures dealt with these complexities in courageous ways that not only benefited society but were also personally rewarding. Seven of Mrs. Patel's students are ELs at the late Expanding or early Bridging level of English language proficiency, and five students are former ELs and in their first year of reclassification.

Lesson Context: At this point in the "Biographies" unit, Mrs. Patel's students are researching a historical figure of their choice. Ultimately, each student will individually write a biography on the person they selected and provide an oral presentation based on what they wrote. They research their person in small research groups where they read books or articles and view multimedia about them; discuss the findings they've recorded in their notes; and work together to draft, edit, and revise their biographies and oral presentations. Texts are provided in both English and in the primary languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are encouraged to read in both languages.

Before she began the unit, Mrs. Patel asked her students to read a short biography and then write a "biography" of the person they read about. This "cold write" gave her a sense of her students' understanding of the text type and helped focus her instruction on areas that the students needed to develop. She discovered that while the students had some good writing skills, they did not have a good sense of how to structure a biography or what type of information or language to include in them. Instead, most students' writing was grouped into a short paragraph and included mostly what they liked about the person, along with a few loosely strung together events and facts.

Over the course of the unit, Mrs. Patel reads aloud several biographies on different historical figures in order to provide modeling for how good biographies are written. She provides a supportive bridge between learning about historical figures and writing biographies independently by explicitly teaching her students how to write biographies. She focuses on the purpose of biographies of famous people, which is to tell about the important events and accomplishments in a person's life and reveal why the person is significant. She also focuses on how writers make choices about vocabulary, grammatical structures, and text organization and structure to express their ideas effectively.

Mrs. Patel "deconstructs" biographies with her students in order to examine their structure and organization, discuss grammatical structures that are used to create relationships between or

expand ideas, and draw attention to vocabulary that precisely conveys ideas about the person and events. All of this attention to the “mentor texts” she reads aloud or with students provides modeling for writing that students may want to incorporate into their own biographies. This week, Mrs. Patel is reading aloud and guiding her students to read several short biographies on Martin Luther King, Jr. Yesterday, the class analyzed, or “deconstructed,” one of these biographies, and as they did, Mrs. Patel modeled how to record notes from the biography using a structured template, which is provided below.

Biography Deconstruction Template	
Text Title:	
<i>Stages and Important Information</i>	<i>Vocabulary</i>
<u>Orientation</u> (tells where and when the person lived) <ul style="list-style-type: none"> Where and when the person was born What things were like before the person’s accomplishments 	
<u>Sequence of Events</u> (tells what happened in the persons life in order) <ul style="list-style-type: none"> Early life, growing up (family, school, hobbies, accomplishments) Later life (family, jobs, accomplishments) How they died or where they are now 	
<u>Evaluation</u> (tells why this person was significant) <ul style="list-style-type: none"> Why people remember the person The impact this person had on the world Meaningful quote by this person that shows his or her character 	

Lesson Excerpts: In today’s lesson, Mrs. Patel is guiding her students to jointly construct a short biography on Dr. King using the notes the class generated in the “Deconstructing Biographies” template the previous day, their knowledge from reading or listening to texts and viewing short videos on Dr. King, and any relevant background knowledge they bring to the task. The learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today’s lesson are the following:

Learning Target: The students will collaboratively write a short biography to describe the life of Dr. Martin Luther King Jr., using precise vocabulary, powerful sentences, and appropriate text organization.

Primary CCSS for ELA/Literacy Addressed: *W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; W.4.4 - Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; W.4.7 -Conduct short research projects that build knowledge through investigation of different aspects of a topic; RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*

Primary CA ELD Standards Addressed (Expanding level shown): *ELD.PI.4.1 - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information; ELD.PI.4.10a - Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) ... ; ELD.PI.4.12a - Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing; ELD.PII.6 - Combine clauses in an increasing variety of ways to make connections between and join ideas in sentences ...*

The joint, or collaborative, construction of the short biography provides Mrs. Patel’s students with an opportunity to apply the content knowledge and language skills they’re learning in the biography unit in a scaffolded way. Mrs. Patel’s role is to guide her students thinking and stretch their language use as she encourages them to tell her what to write or revise in the short

biography. She uses the document reader so that all students can see the text as it develops, and at strategic points throughout the discussion, she poses the following types of questions:

- What information should we include in the first stage to *orient* the reader?
- Which events should we write first? What goes next?
- How can we show when this event happened?
- Is there a way we can expand this idea to add more detail about when or where or how the event happened?
- Is there a way we can combine these two ideas to show that one event caused the other event to happen?
- Would that information go in the orientation, events, or evaluation stage?
- What word did we learn yesterday that would make this idea more precise?
- How can we write that he was a hero without using the word “hero?” What words could we use to show what we think of Dr. King?

For example, after writing the “orientation” stage together, and when the class is in the “sequence of events” stage, Mrs. Patel asks the students to refer to the notes they generated. She asks them to briefly share with a partner some of Dr. King’s accomplishments and then to discuss just one of them in depth, including why they think it is an accomplishment. She asks them to be ready to share their opinion with the rest of the class using an open sentence frame that contains the word “accomplishment” (i.e., One of Dr. King’s accomplishments was ____). After they’ve shared in partners, Emily volunteers to share what she and her partner, Awat, discussed.

Emily: One of Dr. King’s accomplishments was that he went to jail in (looks at the notes template) Birmingham, Alabama.

Mrs. Patel: Okay, can you say more about why you and your partner think that was one of Dr. King’s accomplishments?

Emily: Well, he went to jail, but he didn’t hurt anyone. He was nonviolent.

Awat: And, he was nonviolent on purpose. He wanted people to pay attention to what was happening, to the racism that was happening there, but he didn’t want to use violence to show them that. He wanted peace. But he still wanted things to change.

Mrs. Patel: So, how can we put these ideas together in writing? Let’s start with what you said, “One of Dr. King’s accomplishments was ____.” (Writes this on the document reader.)

Awat: I think we can say, “One of Dr. King’s accomplishments was that he was nonviolent and he went to jail to show people the racism needed to change.”

Matthew: We could say, “One of Dr. King’s accomplishments was that he was nonviolent and he wanted people to see the racism in Birmingham, so he went to jail. He was protesting, so they arrested him.”

Mrs. Patel: I like all of these ideas, and you’re using so many important words to add precision and connect the ideas. I think we’re getting close. There’s a word that I think might fit really well here, and it’s a word we wrote on our chart yesterday. It’s the word “force.” It sounds like you’re saying that Dr. King wanted to *force* people to pay attention to the racial discrimination happening in Birmingham. But he wanted to do it by protesting nonviolently so that the changes that had to happen could be peaceful.

Mrs. Patel continues to stretch her students’ thinking and language in this way, and after a lively discussion, prompting from Mrs. Patel, and much revising, the passage the class generates is the following:

One of Dr. King’s accomplishments was going to jail in Birmingham to force people to pay attention to the racial discrimination that was happening there. He was arrested for protesting, and he protested nonviolently on purpose so that changes could happen peacefully. When he was in jail, he wrote a letter telling people they should break laws that are unjust, but he said they should do it peacefully. People saw that he was using his words and not violence, so they decided to help him in the struggle for civil rights.

Mrs. Patel guides her students to complete the short biography in this way – using important vocabulary and helping them to structure their sentences - until they have a jointly constructed text, which she posts in the classroom so it can serve as a “mentor text” for students to refer to as they write their own biographies. By facilitating the shared writing of a short biography in this way, Mrs. Patel strategically supports her students to develop deeper understandings of important historical events and to use their growing knowledge language to convey their understandings in ways they may not be able to do on their own.

When they write their biographies, Mrs. Patel notices that some of her students, particularly her ELs at the Expanding level of English language proficiency, make some grammatical errors, but she intentionally does not correct every error. Instead, she is selective about her feedback as she knows that her students will continue to make errors as they stretch themselves with new writing tasks where they use increasingly complex language. She recognizes that focusing too much on their errors will divert their attention from the important knowledge of writing and writing skills she’s teaching them, so she is strategic and focuses primarily on the areas of writing she’s emphasized in instruction (e.g., purpose, content ideas, text organization and structure, grammatical structures, vocabulary). In addition, as they edit and revise their drafts in their research groups, the students support one another to refine their writing by using a checklist that helps them attend to these same areas, as well as conventions (e.g., punctuation, spelling).

Teacher Reflection & Next Steps:

At the end of the unit, when Mrs. Patel meets with her fourth grade colleagues to examine their students’ biographies, they use a rubric that focuses on literary nonfiction writing, based on the CA CCSS for ELA/Literacy and the CA ELD Standards. They also compare the pre-writing “cold write” students did with their final writing projects. They find that, over the course of the unit, most students grew in their ability to organize their texts in stages (orientation, sequence of events, evaluation) and to use many of the language features taught during the unit (vocabulary, complex sentences, cohesion words and phrases), all of which has helped the students convey their understandings about the person they’ve been researching. This analysis helps the teachers focus on critical areas that individual students need to continue to develop.

For the other culminating project, oral presentations based on the written reports, the students dress as the historical figure they researched, use relevant props and media, and invite their parents and families to view the presentation. This way, all of the students learn a little more about various historical figures, and they have many exciting ideas about history to discuss with their families.

Lesson adapted from Pavlak (2013), Rose & Acevedo (2006), and Spycher (2007)

Resources

Websites:

- Teachinghistory.org has many ideas and resources for teaching about history.
- The [Genre Project](http://GenreProject.org) has many ideas for scaffolding writing development.

Recommended reading:

Pavlak, C. M. 2013. “It is hard fun: Scaffolded biography writing with English Learners.” *The Reading Teacher* 66 (5): 405-414.

1612

1613 ***Designated ELD Vignette***

1614 The example in Vignette 6.1 illustrates good teaching for all students with

1615 particular instructional attention to the needs of ELs and other diverse learners. In

1616 addition to good first teaching with integrated ELD, EL students benefit from intentional

and purposeful designated ELD instruction that stems from and builds into content instruction. The following vignette illustrates an example of how designated ELD can build from and into lessons in ELA and social studies.

Vignette 6.2 Designated ELD Instruction in Grade Four:

General Academic Vocabulary in Biographies

Background: Mrs. Patel’s class is in the middle of a “Biographies” unit where the students conduct research on an important historical figure and learn how to write biographies (see Vignette 6.1 above). For designated ELD, Mrs. Patel and her colleagues “regroup” their students so that they can focus on the academic language learning needs of their students in a targeted way. Mrs. Patel and one works with a group of ELs who have been in the school since Kindergarten or first grade and are at the late Expanding and early Bridging levels of English language proficiency. Another teacher works with a group of ELs who came to the school at the beginning of third grade and are at the Emerging level of English language proficiency. A third teacher works with native English speaking students and students who have recently reclassified from EL status. Mrs. Patel and her colleagues plan their designated ELD lessons together as they plan their “biographies” unit. The vocabulary lessons they plan are differentiated to meet the particular language learning needs of the students. For example, some groups may receive particularly intensive instruction for a set of words, while another group may receive less intensive instruction for some words.

Lesson Context: Throughout the “biographies” unit, Mrs. Patel and her colleagues provide support to their ELs to ensure their full participation. For example, when reading texts aloud or when pulling out information from the texts and writing it in the “Biography Deconstruction” template, Mrs. Patel explains the meaning of new words and provides cognates when appropriate. She also teaches some of the words from the texts the class is reading more explicitly to all students during integrated ELA and social studies instruction. However, while their ELs are engaged in all aspects of the biographies research project, Mrs. Patel and her colleagues recognize that they need more intensive support in understanding and using general academic vocabulary. Mrs. Patel uses a five-day cycle for teaching vocabulary in designated ELD. This week, the words the students are learning are *unjust*, *respond*, *protest*, *justice*, *discrimination*. The five-day cycle Mrs. Patel uses is provided below.

Five-day vocabulary teaching cycle

	Day One	Day Two	Day Three	Day Four	Day Five
Purpose:	Linking background knowledge to new learning and building independent word learning skills.	Explicit word learning and applying knowledge of the words through collaborative conversation.	Explicit word learning and applying knowledge of the words through collaborative conversation.	Explicitly learning about morphology and applying knowledge of all the words in an oral debate.	Applying knowledge of all the words <i>and how they work together</i> in writing.

Lesson Sequence:	Students: - rate their knowledge of the 5 words; - engage in readers theater or other oral language task containing the target words; - use morphological and context clues to generate definitions in their own words.	Students: - learn 2-3 words explicitly via a predictable routine; - discuss a worthy question with a partner using the new words.	Students: - learn 2-3 words explicitly via a predictable routine; - discuss a worthy question with a partner using the new words.	Students: - discuss their opinions in small groups, using the target words where relevant; - discuss useful morphological knowledge related to the words.	Students: - write a short opinion piece using the target words; - review initial ratings and refine definitions.
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Lesson Excerpts: In today's lesson, Mrs. Patel's designated ELD class will learn two words explicitly – *unjust* and *respond* - and then discuss a "worthy" question using the words meaningfully in their conversation. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will use the words *unjust* and *respond* meaningfully in a collaborative conversation and in a written opinion.

Primary CA ELD Standards Addressed (Bridging level shown): *ELD.PI.12a - Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing; ELD.PI.6b - Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics; ELD.PI.4.1 - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.*

Mrs. Patel uses a predictable routine for teaching general academic vocabulary explicitly, which the students are familiar with. The steps of the routine are as follows:

1. Tell the students what the word they'll learn is, and briefly refer to the place in the text where they first saw or heard it. Highlight morphology (e.g., the suffix "-tion" tells me it's a noun). Identify any cognates in the students' primary language (e.g., *justice* in English is *justicia* in Spanish).
2. Explain what the word means in student-friendly terms (1-2 sentences). Draw on the student generated definition from day one, and use complete sentences.
3. Explain what the word means in the context of the text. Use photos or other visuals to enhance the explanation.
4. Provide a few examples of how the word can be used in other grade-appropriate ways, using photos or other visuals where needed.
5. Guide the students to use the word meaningfully in one or two think-pair-shares, with appropriate scaffolding (using a picture for a prompt, open sentence frames, etc.).
6. Ask short-answer questions to check for understanding (it's not a test – they're still learning the word).
7. Find ways to use the word a lot from now on, and encourage the students to use the word as much as they can. Encourage students to teach the word to their parents when they go home.

After she teaches the two words explicitly, Mrs. Patel provides the students with an

opportunity to use the words meaningfully in a conversation that is directly related to what they're learning about in the "Biographies" unit. She's written a question and a couple of sentence frames on the document reader, and she asks the students to discuss the question in partners, drawing on examples from the biographies unit (e.g., how historical figures responded to unjust situations) to enhance their conversations.

Mrs. Patel: Describe how you could *respond* if something *unjust* happened on the playground at school. Be sure to give an example and to be specific. Use these sentence frames to help you get started: "If something *unjust* happened at school, I could *respond* by _____. For example, _____."

Mrs. Patel reminds them that the verb after "by" has to end in the suffix "-ing." She points to a chart on the wall, which her students have learned to use to engage in and extend their collaborative conversations, and she reminds them that they should use this type of language in their conversations.

How to be a good conversationalist	
<p><i>To ask for clarification:</i></p> <p>Can you say more about ____?</p> <p>What do you mean by _____?</p>	<p><i>To affirm or agree:</i></p> <p>That's a really good point.</p> <p>I like what you said about ____ because _____.</p>
<p><i>To build or add on:</i></p> <p>I'd like to add on to what you said.</p> <p>Also, _____.</p>	<p><i>To disagree respectfully:</i></p> <p>I'm not sure I agree with _____ because _____.</p> <p>I can see your point. However, _____.</p>

As the students are engaged in their conversations, Mrs. Patel listens so that she can provide "just-in-time" scaffolding and so that she'll know what types of language are presenting challenges to her students. Carlos and Alejandra are discussing their ideas.

Carlos: If something *unjust* happened at school, I could *respond* by telling them to stop it. For example, if someone was being mean or saying something bad to someone, I could respond by telling them that's not fair.

Alejandra: I'd like to add on to what you said. If something *unjust* happened at school, like if someone was being a bully, I could respond by telling them they have to be fair. I could use my words.

Carlos: Yeah, you could use nonviolence instead, like Martin Luther King, Jr.

Mrs. Patel: That's great that you also used the word "nonviolence," Carlos. You could also say, "We could *respond* by using nonviolence."

Carlos: Oh yeah, we could do that. We could respond using nonviolence.

At the end of the lesson, Mrs. Patel asks the students to write down one sentence they shared with their partner or that their partner shared with them, using the words *unjust* and *respond*.

Teacher Reflection & Next Steps: At the end of the week, the students write short opinion pieces in response to a scenario. Mrs. Patel requires them to use all five of the words they learned that week. When she reviews their opinion pieces, she sees that some students are still not quite understanding the nuances of some of the words, and she makes a note to observe these students carefully as the students continue to use the words throughout the coming weeks and to work individually with those who need additional attention.

Mrs. Patel's colleague, Mr. Green, who works with the small group of newcomer ELs at the Emerging level of English language proficiency, shares about the vocabulary instruction he

provided that week. He also taught the five words explicitly. However, the level of scaffolding he provided was substantial. Because his colleagues indicated that this group of students was having difficulty sequencing their ideas in the Biography unit activities, he also provided many opportunities for the students to orally use language for recounting experiences so that they would feel more confident using this type of language when they write their biographies. For example, he guided the students to orally recount personal experiences (e.g., what they did over the weekend in sequence), and he worked with them to use language typical of recounts (e.g., past tense verbs, sequence words). He also encouraged them to expand and connect their ideas in different ways (e.g., by creating compound sentences or adding prepositional phrases to indicate when things happened). He used experiences that were more familiar to the students so that they could initially focus on stretching their language without worrying about the new content knowledge. Next, he drew connections to the content of the “biographies” unit.

Lesson adapted from Carlo et al. (2004), Lesaux & Kieffer (2010), Spycher (2009)

Resources

Websites:

- [Word Generation](#) has many ideas for teaching academic vocabulary in context.

Recommended reading:

Kieffer, M. J. and Lesaux, N. K. 2007. “Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom.” *The Reading Teacher* 61 (2): 134-144.

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California’s richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners, students with disabilities, ELs at different English language proficiency levels, Standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or another of the themes presented in this chapter (meaning making, effective expression, language development, content knowledge, and foundational skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods, including communication with families, in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners and enlist the support of colleagues as appropriate. For example, a teacher might observe during a lesson that a

student or a group of students needs more challenge and so adapt the main lesson or provide alternatives that achieve the same objectives. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in Chapters 3 and 9.

Fourth grade students are the new sophisticates as they enter the upper elementary years. With excellent instruction and an inviting and stimulating setting, they revel in the advanced concepts, words, and ways of thinking they encounter and undertake longer projects, books, and interactions. They relish multiple syllables, complex clauses, and texts of every variety. They take pride in creating reports, presentations, and creative pieces. May they exercise their literacy skills with such fluidity and ease that the language arts become their tools for new investigations and inspired expression.

Figure 6.19. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they frequently collaborate with their teaching colleagues to plan instruction, analyze 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.

Grade Five

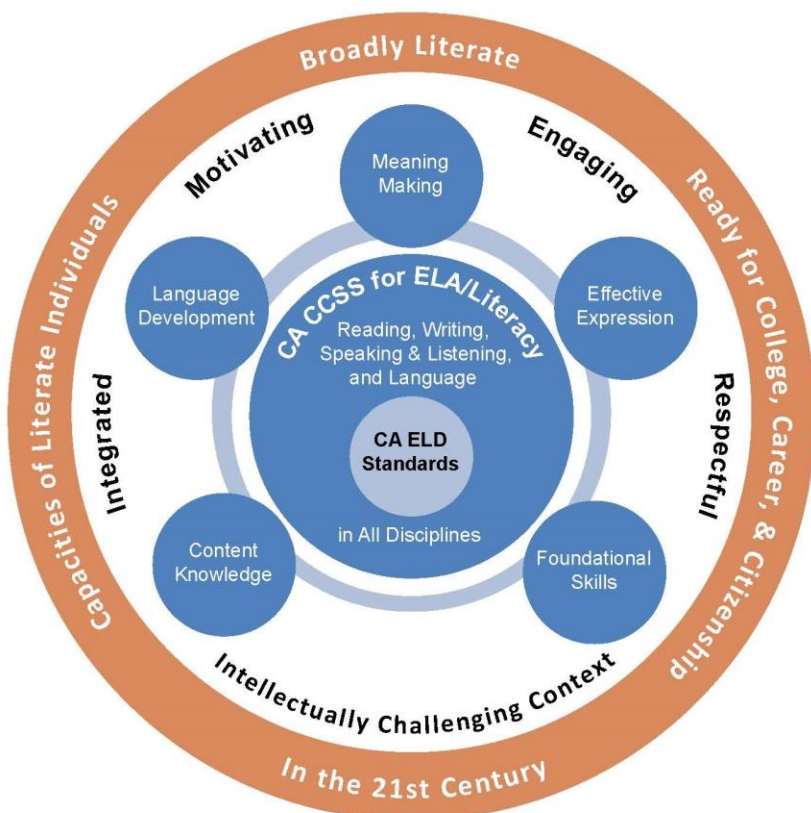
Grade five is often the final year of elementary school for students before they transition to middle school in grade six. Like grade four, it is a critically important year during which students need to consolidate their literacy skills and apply them across content areas and in different settings. Students advance in all strands of the language arts, deepening their comprehension of complex texts, increasing their command of academic English, and improving their writing and presenting skills. Students make great strides in literacy development due to excellent ELA/Literacy instruction (and for ELs, ELD), meaningful collaborations with others, deep engagement with texts and content, and wide and voluminous independent reading.

This grade-level section provides an overview of overarching themes of ELA/literacy and ELD instruction in grade five. It offers guidance for ensuring ELs have access to ELA and content instruction, including integrated and designated ELD instruction. Snapshots and vignettes bring several of the concepts to life. The section concludes with listings of the CA CCSS for ELA/Literacy and CA ELD Standards for the grade level.

Key Themes of ELA/Literacy and ELD Instruction in Grade Five

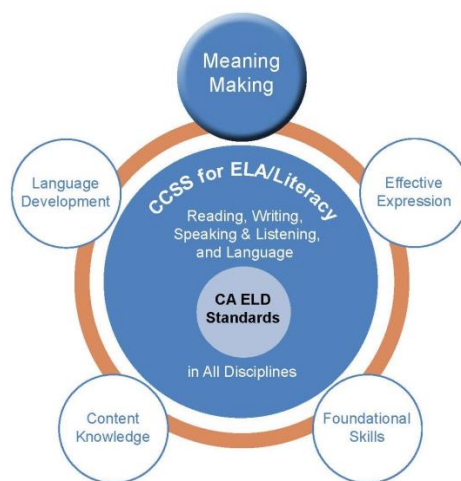
In this section, the key themes of ELA/literacy and ELD instruction are discussed as they apply to grade five. These include meaning **making**, **language development**, **effective expression**, **content knowledge**, and **foundational skills**. See Figure 6.20.

Figure 6.20. Goals, Themes, and Context for Implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards



Meaning Making

Instructional attention to meaning making is critical through all grade levels. Fifth grade is no exception. In fact, it is especially important as students are moving into middle and high school where much of their learning will occur through interactions with texts. Students must have the skills and the dispositions to engage with complex and challenging texts. Teachers continue to provide instruction that enables all students' ability to comprehend a range of texts.



As noted in previous sections, teachers develop text dependent questions to prompt different kinds of thinking about both literary and informational text. Students are directed to potentially problematic or important vocabulary and text structures. They locate main ideas and supporting details. They identify arguments and evidence. They examine the author's craft. (See the meaning making sections in the Overview of the Span and Grade Four sections of this chapter.)

In addition to having students answer questions, teachers ensure that students ask questions of the text. They also teach students how to use a variety of strategies to comprehend difficult text. Importantly, they ensure that all students read complex text, knowing that engaging with such text is critical for building skill with such text. And, they continue to read aloud from complex text, expanding students' exposure.

Engaging in Close Reading of Complex Text

Students in grade five now approach text with greater purpose, and they begin to realize that they can interact with the text in ways that allow them to more deeply understand the text's meaning and question its premises. Over the course of days, teachers guide students through a series of experiences with the text designed to elicit students' comprehension and critical stance. Before reading a challenging informational text on a topic of interest, such as expanding recycling services in the school and community, for example, students

- Consider a key question related to recycling: "The City of ABC provides curbside recycling, but city residents are not using it as much as the city had planned. What will it take to get people to sort their garbage and do more recycling?" Students discuss the topic briefly with one or two classmates near their desks and then do a quickwrite to capture their thinking on the question.
- Listen to their teacher's brief explanation of the phrase, "Reduce, Reuse, Recycle," and then brainstorm terms related to the concepts and organize them into categories
- Review the text of the article on recycling noting its headings, captions, diagrams, title, author, and publisher
- Answer questions about the article given what they have seen so far: "What do you think this text will be about?" "What do you think the purpose of the article

will be?” “How could you turn the title of the article into a question to answer as you read?”

- Revisit the terms introduced earlier and discuss the meaning of the prefix in “Reduce, Reuse, and Recycle.”

As students read the text, they

- Read the article, consulting the questions they answered earlier and their responses. The students decide if their earlier predictions were true, and if not, look for the place in the text that misled or fooled them and try to figure out why. They identify parts of the text, if any, that are confusing, and see if they can answer the question they created using the title.
- View a copy of the text (projected on the board by the teacher) and discuss where the introduction (or beginning) ends and where the conclusion (or ending) begins. The class proposes that the teacher draw a line in various place to show the introduction and conclusion, and they discuss their reasoning for their choices. The teacher explains that there may be several ways to answer this and discusses with the class what the purposes of an introduction and conclusion in an article might be.
- Receive a copy of the text divided into sections and work with their teacher to decide what the first section is about, or what the text “says.” The class then discusses what they think the purpose of the section is or what it “does.” Does the section give facts? Propose a solution? Explain a problem? State a position? Give examples? Try to convince you of something? After working with one or two examples, students work in pairs to determine what the remaining sections “say” and “do.”
- Explore with their teacher a complex sentence that includes the transition phrase, “in addition,” and listen to the teacher’s explanation of how the phrase works in the sentence and the paragraph. Students then work in groups to find other sentences with similar transitions.
- Return to the copy of the text where they noted the content (“says”) and purpose (“does”) for each section. The teacher asks the students now to find and mark (annotate) an element of the text, for example the problem, the author’s

argument, or the author's examples. The students take brief notes in the left hand margin on the element(s) the teacher has them look for. Then students make notes in the right hand margin on their reactions or questions about what the author is saying. Initially the teacher models this process and practices it with students, and then students annotate on their own.

After students have read the article and annotated it, they

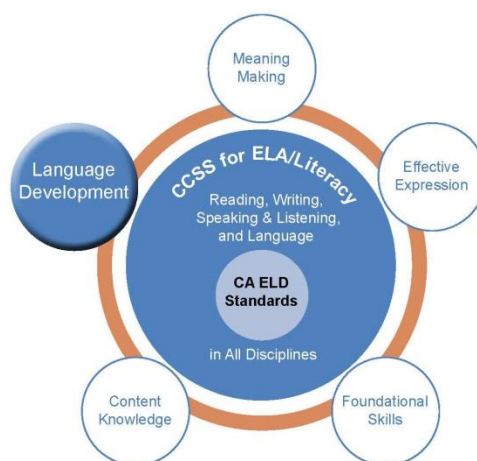
- Review their content and purpose statements and use them to create a summary of the article. They sort through and discard statements that are similar or not as important to the main idea until they arrive at the gist of the article. They use the remaining statements to write a brief summary.
- Conclude their work with the article by considering questions such as the following: "Did the author convince you that he or she had a good plan to increase recycling? Why or why not?" After discussing these questions in their table groups and taking notes, students write their responses in a concluding quickwrite.

Teachers must ensure that all students build skill in meaning making with complex text and provide the appropriate additional support to those students experiencing difficulty. (See Chapter 9.) Keeping motivation high, especially through student choice and peer collaboration, is crucial. Continuing to read aloud and discuss sufficiently complex text that stretches students is also important.

Language Development

Language development continues to be a priority in grade five. A multifaceted approach is taken to vocabulary instruction. As discussed in Chapter 3, teachers to the following:

- *Ensure students have extensive experiences with language:* They engage students in myriad collaborative conversations, read aloud to students regularly from a variety of sources, and most importantly, promote daily independent reading of a wide range of texts.



- *Establish a word-conscious environment:* Teachers model a fascination with language and an enthusiasm for words. They explore word etymologies and play word games. They foster in students both a cognitive and affective stance toward words.
- *Teach words:* They are selective about which words to teach, generally targeting those that require more than a synonym for explanation, are vital to understanding of a concept or text, and have high applicability--in other words, general academic (Tier 2) words. They explore relationships among words.
- *Teach word-learning strategies:* Teachers teach students to use word parts (i.e., roots and affixes, especially Greek and Latin affixes and roots), context, and resources (e.g., dictionaries) to determine the meanings of words.

Considerable emphasis is placed on reflecting on language. For example, students discuss language choices and they examine the author's craft of a variety of genres. Some texts may serve as mentor texts, ones that contain targeted features that students emulate in their own writing.

Effective Expression

Students who have achieved the standards in the previous grades demonstrate the ability to express themselves in writing, discussing, and presenting, and they demonstrate considerable command of language conventions. Grade five expectations related to effective expression are discussed in the following sections.

Writing

A panel of experts on writing instruction notes that "writing is a fundamental part of engaging in professional, social, community, and civic activities" (Graham, and others 2012, 6). The panel further asserts that "because writing is a valuable tool for communication, learning, and self-expression, people who do not have adequate writing skills may be at a disadvantage and may face restricted opportunities for education and employment" (6). Therefore, it is crucial that



students have strong writing skills by the time they complete the elementary school years.

In grade five, students advance their ability to write logically organized and clearly supported opinion pieces, informational/explanatory texts, and narratives. They provide ample detail and use precise language. They include formatting and multimedia components as appropriate. They use a variety of techniques to communicate clearly and interest readers. Grade five students make productive use of the Internet and other technology to inform and publish their writing. They have sufficient command of keyboarding skills and type a minimum of two pages in a single setting.

Writing is a highly purposeful and meaning act. Students write to learn and to express themselves. They engage in process writing, which may take days or weeks on some projects.

As in previous grades, opportunities for choice contribute to motivation. Although students learn particular skills, techniques, and strategies, they demonstrate them in writing projects that interest them and have meaning in their lives. By grade five, students engage in large, multifaceted projects that demand note taking, drafting, conversation, and multiple revisions. As they write and collaborate, students synthesize information and they discover what they know and believe.

The following informative piece, from the CCSS for ELA/Literacy in Appendix C, was written in class (see Figure 6.21). Annotations from Appendix C follow the example. Additional examples of student writing may be found at EdSteps, a large public library of student writing led by the CCSSO (www.edsteps.org).

1845 Figure 6.21. Informative Writing Sample, CCSS for ELA/Literacy Appendix C

Author Response: Roald Dahl

By:

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are Charlie and the Chocolate Factory, Matilda, The Witches and Danny the Champion of the World. The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because in The BFG, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. The Witches has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible. Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together. In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life. But it is always about something terrible. All the characters that Roald Dahl ever made were probably fake characters. A few things that the main characters have in common are that they all are poor. None of them are rich. Another thing that they all have in common is that they either have to save the world, someone else, or themselves.

1846

1847 Figure 6.21. Informative Writing Sample, CCSS for ELA/Literacy Appendix C
 1848 (continued)

	Annotations
<p>The writer of this piece</p> <ul style="list-style-type: none"> • Introduces the topic clearly, provides a general observation and focus, and groups related information logically. <ul style="list-style-type: none"> ○ <i>Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear.</i> • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <ul style="list-style-type: none"> ○ <i>He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking.</i> ○ <i>Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together.</i> ○ <i>In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life.</i> • Links ideas within and across categories of information using words, phrases, and clauses. <ul style="list-style-type: none"> ○ <i>The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because...</i> • Uses precise language and domain-specific vocabulary to inform about or explain the topic. <ul style="list-style-type: none"> ○ <i>Roald Dahl uses a lot of similes.</i> ○ <i>I have noticed that the plot or the main problem of the story . . .</i> ○ <i>All the characters...</i> • Demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message). 	

1849

1850 **Discussing**

1851 In grade five, students engage in more sustained discussions than in previous

1852 grades. They are more skillful in synthesizing information from a variety of sources and

1853 in building on the comments of others. They are able to express opinions that are not

1854 shared by others, and they are accepting of diverse viewpoints. Importantly,

1855 considerable attention is devoted to providing evidence for opinions and interpretations.

New to grade five is that students summarize information presented in writing, through diverse media and formats, and by a speaker and they identify and analyze any logical fallacies (SL.5.3). Teachers provide models, demonstrate, scaffold students' attempts, and debrief with students. Students' preparation for discussions is particularly important.

When students are reluctant to participate, teachers must consider whether the material is sufficiently interesting to capture students' attention, whether the discussion structure ensures all students participate, whether students have sufficient background knowledge (including the appropriate vocabulary to express concepts) and whether the students feel safe to contribute their thoughts.

Presenting

The ability to clearly express and present information and ideas is important in daily life in many contexts, as well in college, the workplace, and civic life. Teachers in all grade levels teach student how to present their knowledge and ideas. They guide students to develop thoughtful, logically organized, and interesting presentations. They engage students in debriefing after a presentation so that students reflect on and consider how to improve their presentations.

In grade five, students creatively and critically prepare presentations. They consider format and media and how to make the presentation informative and interesting to their audience. They analyze and synthesize information and make judgments about what to include and how to effectively present the information. They make careful choices about the language and images they use.

In grade five students plan and deliver a range of presentations, including an opinion speech (SL.5.4a) that:

- states an opinion
- logically sequences evidence to support the speaker's position
- uses transition words to effectively link opinions and evidence (e.g., *consequently* and *therefore*)
- provides a concluding statement related to the speaker's position

The attention to evidence is especially important as students at this grade are moving toward the development of skill in construction of arguments that is so important in the

years ahead. Scaffolding is provided and progress is closely monitored. Formative assessment allows teachers to provide immediate and subsequent instruction that addresses individual and group needs.

Students in grade five also memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection (SL.5.4b). Students are given ample time to practice and may have the opportunity to preview their recitation with a partner or small group of peers prior to presenting for a larger group or outside audience.

Using Language Conventions

Use of language conventions contributes to effective expression. Language conventions in grammar and usage taught in grade five (L.5.1) include those in Figure 6.22.

Figure 6.22. Language Conventions in Grade Five (L.5.1)

Standard	Abbreviated Definitions and Examples
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences	<p><i>Conjunctions</i> (connecting words used to join single words, phrases, and clauses): <i>and, but, or</i></p> <p><i>Prepositions</i> (words expressing temporal or spatial relationships): <i>before, until, over, around, through</i></p> <p><i>Interjections</i> (sudden, short exclamations): <i>Ha! Alas! Ouch!</i></p>
b. Form and use the perfect verb tenses	<p>Present Perfect (expresses an action begun in the past and extending into the present): <i>I have walked many miles.</i></p> <p>Past Perfect (expresses an action completed in the past before a different past action) <i>I had walked home by the time she called.</i></p> <p>Future Perfect (expresses an action that will be completed in the future before a different future action): <i>I will have walked home by the time she arrives.</i></p>
c. Use verb tense to convey various times, sequences, states, and conditions	<p><i>Times: I will go tomorrow. I went yesterday.</i></p> <p><i>Sequences: She completed her homework and then went to her friend's house.</i></p> <p><i>States: Sammy was an energetic dog.</i></p> <p><i>Conditions: If it rains, we will go to the movies. If it had rained, we would be watching a movie right now.</i></p>

Standard	Abbreviated Definitions and Examples
d. Recognize and correct inappropriate shifts in verb tense	<i>He completed the project and shuts down the computer</i> is corrected to <i>He completed the project and shut down the computer.</i>
e. Use correlative conjunctions	Word pairs that join words or groups of words of equal weight in a sentence: <i>either/or, whether/or, neither/nor, just as/so</i>

Language conventions of capitalization and punctuation taught in grade five

(L.5.2) include the following:

- Use punctuation to separate items in a series
- Use a comma to separate an introductory element from the rest of the sentence
- Use a comma to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address
- Use underlining, quotation marks, or italics to indicate titles of works

Conventions taught in previous grades are reinforced in this grade, particularly those displayed in the language progressive skills chart provided by the CCSSO (2010), which include the following:

Grade Three

- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
- L.3.3a Choose words and phrases for effect.

Grade Four

- L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).
- L.4.3a Choose words and phrases to convey ideas precisely.
- L.4.3b Choose punctuation for effect.

Spelling instruction continues (L.5.2e) and is closely aligned with vocabulary instruction in Greek and Latin affixes and roots (L.5.4b) and with decoding instruction that addresses morphological components of multisyllabic words (RF.5.3a).

Content Knowledge

In grade five, teachers ensure that the content standards for all subject matter (e.g., science, social studies, the arts) are addressed in depth—and, importantly, that every student has access to the content. They do this by ensuring that all students are present for content instruction (rather than being removed to receive special services, for example) and by implementing instructional approaches that are appropriate for the range of learners. Teachers recognize the importance of students learning content for its own sake as well as for its role in literacy and language development.



Because disciplinary texts differ from one another in terms of presentation of information, language use (including vocabulary, syntax, and larger text structures), the roles and use of graphics and images, and so on, teachers provide explicit instruction in how to make meaning with the texts of different disciplines.

As noted in the Overview of the Span of this chapter, wide reading and engaging in research are both crucial for expanding students' content knowledge. Content area research provides rich opportunities for multi-modal experiences, such as historical reenactments. Grade five students have daily opportunities to read books of their choice, and they pursue questions that interest them. Students have access to a classroom and school library that is well stocked with high quality trade books. They should have an independent reading program. (See Chapter 3 for a discussion of wide and independent reading.)

Text sets are particularly useful for building students' knowledge and academic language. Figure 6.23 provides informational texts related to the American Revolution.

Figure 6.23. Books Related to the American Revolution

Historical Fiction:*The Fighting Ground* by Avi (1984)*Toliver's Secret* by Esther Wood Brady (1976)*Give Me Liberty* by Laura Elliot (2006)*Phoebe the Spy* by Judith Berry Griffin (1977)*Guns for General Washington: A Story of the American Revolution* by Seymour Reit, (1990)

Graphic Novel:

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

Picture Books:

Sleds on Boston Common: A Story from the American Revolution by Louise Borden (2000)*Redcoats and Petticoats* by Katherine Kirkpatrick (1999)*Hanukkah at Valley Forge* by Stephen Krensky, (2006)*Saving the Liberty Bell* by Megan McDonald (2005)*Emma's Journal: The Story of a Colonial Girl Marissa Moss* by Marissa Moss (1999)*The Scarlet Stockings Spy* by Trinkia Hakes Noble (2004)*Colonial Voices: Hear Them Speak* by Kay Winters, (2008)(CDE. *Recommended Literature: Pre-Kindergarten Through Grade Twelve*)**Foundational Skills**

The focus of foundational skills instruction in grade five is the consolidation of phonics and word-analysis skills in order to decode unfamiliar words in grade-level texts (RF.5.3a) and continued development of fluency (RF.5.4).

A close link exists between the phonics and word recognition skills, vocabulary development, and spelling in grade five. Students use morphology (roots and affixes) to decode multisyllabic words, determine the meaning of multisyllabic words, and spell multisyllabic words. Instruction is directed at the integration of these skills.



Fluency continues to be promoted through skilled models who demonstrate accurate, expressive, and appropriately paced reading aloud with increasingly sophisticated text. Students engage in repeated readings for authentic purposes, such as preparing for an oral rendering of a text, reader's theatre, audio recordings, and reading aloud to younger students. As noted previously, wide reading, especially contributes to fluency, as well as to other aspects of literacy development.

Figure 6.24 provides mean oral reading rates of grade five students. As noted elsewhere, fluency rates must be cautiously interpreted with speakers of languages other than English. In addition, fluency rates are difficult to apply to deaf and hard-of-hearing students who use American Sign Language. When students storysign, they are actually interpreting the story from one language (printed English) to another (American Sign Language). In this case, fluency rates in the figure do not apply.

Figure 6.24. Mean Oral Reading Rate of Grade Five Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	166	182	194	.09
75	139	156	168	.09
50	110	127	139	.09
25	85	99	109	.08
10	61	74	83	.07

*WCPM = Words Correct Per Minute

**Average words per week growth

(Hasbrouck and Tindal 2006)

Students in grade five who are experiencing difficulty with foundational skills must be provided swift and appropriate additional instruction. And, they need many opportunities to read. Motivation must be kept high, and students must have access to a wide selection of books, time to read, and time to discuss texts with peers. Teachers and librarians can assist students in locating books that they may find interesting and worth pursuing.

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all

disciplines. Figure 6.25 outlines *general guidance* on providing instruction to ELs on foundational literacy skills aligned to the CA CCSS for ELA/Literacy Foundational Skills Standards. This guidance is intended to provide a general overview, and does not address the full set of potential individual characteristics of EL students that needs to be taken into consideration in designing and providing foundational literacy skills instruction (e.g., students who have changed schools or programs frequently, or who have interrupted schooling in either their native language or English).

Figure 6.25. Guidance on Foundational Literacy Skills Instruction for English Learners (Grade Five)

Note: RF.K-4 need to 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, and syllable structures).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • RF.K.2 • RF.1.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of Phonological Awareness skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • RF.K.1 • RF.1.1
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g.,	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as	

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading: Foundational Skills
	Arabic, Chinese, Korean, Russian)	compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 • RF.4.3 • RF.5.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • RF.5.4
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, 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. <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 • RF.4.3 • RF.5.3 Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • RF.5.4

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An Integrated and Interdisciplinary Approach

As noted several times in this framework, the CA CCSS for ELA/Literacy and the CA ELD Standards call for an integration of reading, writing, speaking, and listening. In addition, these two sets of standards are inextricably linked to every area of the curriculum. Learning subject matter demands understanding and using its language to comprehend, clarify, and communicate concepts. The following snapshots illustrate the integration of the ELA/Literacy strands with the content areas.

Snapshot 6.6 Integrated ELA/Literacy and the Arts in Grade Five

The students in Mrs. Louis-Dewar's fifth grade class have enjoyed their study of art from various regions in the United States. Today, she plans to share Grant Wood's *American Gothic*. However, because she wants to support the sentence combining skills the students' have been working on during language arts, she decides to share only half of the image at a time. She covers the right portion of the print so only the woman and part of the building and landscape in the background are displayed. Mrs. Louis-Dewar asks the students to tell her what they observe. Peter says, "I see a woman." Erica offers, "She is wearing an apron." The teacher records their observations on her tablet and projects them on the smart board. Danny shares an elaborated sentence and she praises his use of a complex sentence structure, yet she encourages him to restate his ideas as individual sentences. She comments that every idea should be expressed in its own sentence; these will be used later. Next, she covers the left half of the image and reveals the right half. Before asking for a whole class sharing, she gives the students a few minutes to individually generate a list of sentences describing what they see in this portion of the painting. As they then share out, she records their sentences.

Mrs. Louis-Dewar displays the entire image, and the students describe what they see and note how each half of the work contributes to the whole. The class discusses the artist's techniques and use words such as "harmony" and "balance." They comment on the artist's choices of color and ask questions about the subjects depicted and the time period in which the work was set.

Mrs. Louis-Dewar returns to the students' sentences and asks them to work with a partner to combine sentences from the two lists to generate a paragraph describing the image. William and Molly get straight to the task and, after working and reworking their first sentences, settle on "The balding bespectacled farmer holds a pitchfork as he stands next to the woman in black attire partially covered by a brown apron. The two are unsmiling, and perhaps unhappy, as they gaze into the distance, the white farmhouse and red barn at their backs." They continue to work their paragraph, adding adjectives and adverbs to their sentences and using conjunctions to create compound sentences. They read their sentences aloud to each other to hear how they sound and ask Mrs. Louis-Dewar for assistance with punctuation. She moves through the room assisting others and when everyone is finished, she invites the

students to share their paragraphs with the entire class.

CA CCSS for ELA/Literacy Standards: L.5.3a; W.5.10

Visual Arts and Performing Arts Content Standards:

Visual Arts 1.1: Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

Visual Arts 3.3: Identify and compare works of art from various regions in the United States.

Visual Arts 4.1: Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

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Snapshot 6.7 Integrated ELA/Literacy, Math, Science, and the Arts in Grade Five

When Mr. Hubert's fifth grade students complained about the mud that had been tracked into the classroom, he asked how they might solve the problem. "Tell people to wipe their feet!" and "Make the people who tracked it in clean it up!" were quickly proposed by several students. Others blurted out problems with those solutions: "We've been told to wipe our feet since we were in kindergarten. That obviously doesn't work!" "What if we can't figure out who tracked it in?" and "It's too late then; the carpet's already muddy." Mr. Hubert suggested the students take out their learning journals and complete a quick write about the problem and brainstorm possible solutions. Ten minutes later, he asked the students to share with their table groups and suggested they think about the problem during the day. They would return to it after lunch.

That afternoon, Mr. Hubert gathered the students together and asked them to clearly describe the problem they had identified that morning. When there was consensus from the group about the wording, he recorded their words on chart paper. *There is mud on the classroom carpet that is making the room dirty and unpleasant.* He then guided the students to generate questions related to the problem and recorded them on the chart. The list included: *How is the mud getting there? What is the source of the mud? When is the carpet muddy? Only when it rains, or are there other times? Are sprinklers causing the mud? Is there mud in other classrooms or just ours? How can we keep the carpet mud-free?* These questions helped students identify what they needed to know in order to begin to solve the problem. The growing list generated excitement as students realized that there was research to be done. Some volunteered to check the other classrooms. Some proposed keeping a class log, including photographs, of the mud and weather conditions. Others wanted to talk to the custodial staff about the sprinkling schedule. Several suggested doing a school walk to determine where there was mud on the grounds, and a handful who usually arrive at school early suggested setting up a station to conduct observations of how students who are dropped in the parking lot make their way to their classrooms.

And so began a project that would take weeks of observational, interview, and Internet research; proposal development; communication with various constituencies; and measurements and calculations to construct a new walkway at the site. Based on their research, the students determined that signs to please not walk on the grass, posted years ago on the front lawn, were ineffective. Nearly 100 students

and parents (even teachers!) cut across the lawn every day and had worn a pathway that turned to mud every time it rained. This pathway was the source of the mud in their classroom and other classrooms as well. The students explored alternatives to rerouting people to the existing walkways and concluded that constructing a new walkway would be the most effective solution to the problem. They determined the width of the walkway by observing people's walking behavior (in pairs? triads?) and calculated the total area involved; researched the cost, longevity of, and problems associated with bark, rock, and concrete walkways; drew plans for a new walkway; and engaged in oral and written communications with site administrators, the parent organization, and district level administrators in which they articulated their argument. They also spoke with city personnel about building and accessibility codes. When they were told there were insufficient funds to construct a new walkway, with the permission of the site administrator, the students wrote a letter to the families served by the school, sharing the results of their research, images of the damage to classroom carpets, and a detailed design of the proposed walkway. They asked for donations of materials and labor. The fruits of their efforts were realized when, in early spring, the school and local community, with leadership from several parents who were skilled in construction, poured a new concrete walkway.

Mr. Hubert and his students documented all the project activities and shared images with families at the school's Open House at the end of the year. The students were proud of their accomplishments and contribution to the school, and Mr. Hubert was pleased with everything they had learned in so many areas of the curriculum.

CA CCSS for ELA/Literacy: R.I.5.4; W.5.1; W.5.2; W.5.7; SL.5.4; SL.5.5; SL.5.6; L.5.1; L.5.2; L.5.3; L.5.6

CA CCSS for Mathematics:

5.MP.1: Make sense of problems and persevere in solving them.

5.MP.2: Reason abstractly and quantitatively.

5.MP.3: Construct viable arguments and critique the reasoning of others.

5.MP.5: Use appropriate tools strategically.

5.MP.6: Attend to precision.

5.MD: Represent and interpret data.

5.MD: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

NGSS Science and Engineering Practices:

1. Asking questions and defining problems

3. Planning and carrying out investigations

4. Analyzing and interpreting data

5. Using mathematics and computational thinking

6. Constructing explanations and designing solutions

7. Engaging in argument from evidence

8. Obtaining, evaluating, and communicating information

Visual and Performing Arts Content Standards:

Visual Arts 2.3: Demonstrate beginning skill in the manipulation of digital imagery

Visual Arts 2.4: Create an expressive abstract composition based on real objects.

Visual Arts 5.1: Use linear perspective to depict geometric objects in space.

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Snapshot 6.8 Integrated ELA/Literacy and the Arts in Grade Five

Ms. Johnson is launching a unit that integrates the ELA/literacy strands with the arts—one that ensures lots of student collaboration, and therefore plentiful and purposeful language use. Knowing how influential movies are to her students, she begins to show films as a way for students to trace the structural elements, as well as understand the concept of the hero's journey. Ms. Johnson chooses to show short silent films throughout the unit and takes the opportunity to point out how silent film grew out of American theatre styles like melodrama and vaudeville. After having the students watch George Méliès' *Voyage to the Moon* (1902), and Thomas Edison's *A Trip to Mars* (1910), she asks them to read a short excerpt from informational text, *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Burger. Students are guided to keep in mind that just as Méliès and Edison had never been to the moon, humans have never sent someone to Mars and we've only recently seen pictures of the terrain.

When students are finished reading, they work in small teams to create a short silent film about traveling to Mars, using classroom tablets. Each team begins brainstorming by mapping out the story structure of their film through a storyboard app, which will guide their production. They work together to design character's costumes, set pieces, and cast the film within their team. Students also have an opportunity to create or identify music they would like to use in the film. After filming and editing the footage together, complete with title screen and credit roll, they share the first draft with Ms. Johnson, and then take time to revise, edit and polish their work. Their work culminates in a "Silent Film Festival" where parents and school staff are invited to come and watch the films the fifth graders have created.

As an extension, students script simple dialogue to insert between scenes as title cards for *A Voyage to the Moon* or for their own projects.

CA CCSS for ELA/Literacy: RL.5.7, RL.5.9, RI.5.7, W.5.3, SL.5.1, SL.5.5

Visual and Performing Arts Content Standards:

Theatre 1.0: Students ...observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Theatre 2.3: Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.

21st Century Skills: communication, collaboration, creativity, innovation, problem-solving, media/technology skills, media literacy, responsibility

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Snapshot 6.9 Integrated ELA/Literacy, Social Studies, and the Arts in Grade Five

Having grown up on the same rural California farmlands as most of his students, Mr. Rivas knows that environmental factors like the change of seasons, topography, air quality, and water supply have a concrete impact on the daily lives of his fifth grade English Learners. In his upcoming social studies unit investigating the ancient Mound Builders of North America, Mr. Rivas plans to build on his students' life experience to help them comprehend, write about, and speak about the monumental achievements of these early engineers. Further, he will encourage students to engage in active listening, use technology, and create a visual artwork, to explore beyond their immediate environment, comparing and contrasting the contemporary "earthworks" art movement with the ancient practices of mound builders. Mr. Rivas will also use this introductory lesson as an opportunity to formatively assess the following common core standards: a) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI.5.6); and b) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (RI.5.9).

Mr. Rivas selected informational text exemplar, "Ancient Mound Builders," by Barrie Kavash as a foundational resource for this unit. However, this text contains some vocabulary and knowledge-dependent descriptions that may be challenging for ELs. So, after the students read the excerpt once independently, Mr. Rivas reinforces key vocabulary and content by making a connection with the contemporary "earthworks" art movement. He instructs students to form small groups and watch a selection from the documentary, "Andy Goldsworthy's Rivers and Tides" on the tablet he placed at every table. Mr. Rivas then guides students to find additional images of Goldsworthy's work, as well as artifacts left behind by the Mound Builders. Students continue to work while Mr. Rivas floats between groups, supporting the research process, listening to discussions, and noting evidence of students' ability to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Mr. Rivas then instructs his students to read with a partner the "Ancient Mound Builders" text. While one reads aloud, the partner practices ELD.PI.5, "demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support." Mr. Rivas encourages his students to stop and discuss the content as they read and to underline words, places, or concepts in the text they are unfamiliar with or don't understand, and draft specific questions to ask the larger group. Once the group knowledge has been exhausted, students can use the tablets to conduct additional research.

Next, Mr. Rivas gives students the opportunity to demonstrate their knowledge by creating their own small-scale earthwork sculpture using clay and other natural materials he collected prior to class. When the students have completed their sculptures, he instructs them to present within their small groups, being sure to provide detailed descriptions that reflect their new knowledge of both the Mound

Builders and the earthworks art movement. Mr. Rivas applies a rubric to assess selected students' presentation of their sculptures that measures their: a) basic understanding of the historical context and elements of the ancient Mound Builders' work; b) knowledge of the earthworks art movement, including evidence of aesthetic valuing, noting patterns, colors, etc...; and c) ability to "integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably" (RI.5.9).

As an extension, Mr. Rivas later introduces students to the fifth grade Common Core exemplar informational text Appendix B: "Let's Investigate Marvelously Meaningful Maps," by Madelyn Wood Carlisle. He guides students working in groups to create maps that display important sites mentioned in the text. Students choose which style of map they would like to use and they discuss their maps using relevant vocabulary, such as - *scale, projections, symbols, latitude, and longitude*.

CA CCSS for ELA/Literacy: RI.5.6, RI.5.9, SL.5.1, SL.5.4, SL.5.5

CA ELD Standards: PI.5.1, PI.5.5, PI.5.6, PI.5.12

History-Social Science Content Standard:

5.1.1: Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they build, and how they o

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.

Visual Arts 3.2: Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

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2044 English Language Development in Grade Five

2045 In grade five, EL students learn English, learn content knowledge through
2046 English, and learn about how English works. English language development occurs
2047 throughout the day across the disciplines and also during a time specifically designated
2048 for developing English based on EL students' language learning needs. In integrated
2049 ELD, fifth grade teachers use the CA ELD Standards to *augment* the ELA or other
2050 content instruction they provide. For example, to support ELs at the Emerging level of
2051 English language proficiency to write a story, a teacher might provide substantial
2052 support in the form of a graphic organizer that structures the narrative into predictable
2053 stages (e.g., orientation-complication-resolution). She might have the students use a
2054 model story as a "mentor text" and highlight particular language that is expected in
2055 stories (e.g., dialogue, colorful or descriptive language). She might also provide
2056 sentence or paragraph frames for key phases of the story, and she might also provide

bilingual dictionaries so the students can include precise vocabulary (e.g., to describe a character or setting). Students at the Expanding and Bridging levels of English language proficiency may not need this level of linguistic support. However, all students will need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and discuss it. Figure 6.26 shows a section of the CA ELD Standards a teacher might use in planning this type of differentiated instructional support during ELA.

Figure 6.26. Using the CA ELD Standards in Integrated ELD

English Language Development Level Continuum		
→----- Emerging -----→	----- Expanding -----→	----- Bridging -----→
10. Writing a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	10. Writing a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	10. Writing a) Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.

Designated ELD is a protected time during the regular school day during which qualified teachers work with EL students grouped by similar English proficiency levels focusing on the critical language students need to develop in order to be successful in school subjects. Designated ELD time is an opportunity to focus on and help EL students develop the linguistic resources of English that they need to engage with, make meaning from, and create content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during this designated time. However, the content focus is derived from ELA and other areas of the curriculum. The main instructional emphases in designated ELD in the fifth grade are the following:

- Building students' abilities to engage in a variety of collaborative discussions about content and texts
- Developing students' understanding of and proficiency using the academic vocabulary and various grammatical structures encountered in fifth grade texts and tasks
- Raising students' language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). This language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language using these language resources. During designated ELD students should engage in discussions related to *the content knowledge* they are learning in ELA and other content areas, and these discussions should promote the use of the language from those content areas. Students should also *discuss the new language* they are learning to use. For example, students might learn about the grammatical structures of a particular complex text they're using in science or ELA, or they might explicitly learn some of the general academic vocabulary used in the texts they're reading in ELA or social studies.

In grade five, since designated ELD builds into and from ELA and other content areas, the focus of instruction will depend on what students are learning and what they are reading and writing throughout the day. As the texts students are asked to read become increasingly dense with academic language, designated ELD may focus more on reading and writing at different points in the year, particularly for students at the Expanding and Bridging levels of English language proficiency. Fifth graders are preparing to move into secondary schooling. Their instructional program, including designated ELD, should reflect the anticipated linguistic and academic challenges of the secondary curriculum and prepare them for these challenges. An intensive focus on language, in ways that build into and from content instruction, supports students' ability to use English effectively in a range of disciplines, raises their awareness of how

English works in those disciplines, and enhances their understanding of content knowledge. Examples of designated ELD aligned to different content areas is provided in the “snapshots” in the grade span section of this chapter, as well as in the “vignettes” in the next section. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principle standards during Designated ELD, see Chapter 2.

ELA/Literacy and ELD in Action in Grade Five

The research-based implications for ELA/Literacy and ELD instruction have been outlined above, in the grades four and five grade span section, and in Chapter Two. In the following section, detailed examples illustrate how the principles and practices discussed in the preceding sections look in California classrooms. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers might enact the CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of conducting research to build deep knowledge of a topic and writing to convey this growing knowledge. For example, Writing Standard 7 for Grade 5 of the CCSS states that students conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; *and* ELD.PI.5.10a (Br) states that students write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register. In integrated ELA and science, conducting research and writing about what is learned involves both engaging in science practices and learning to use language in particular ways – interpreting information through both wide reading and close reading of a science topic, discussing different aspects of the topic both informally and more formally, writing about what has been learned to inform, explain, or persuade. Accordingly, teachers should prepare artfully integrated and well-sequenced lessons that support students to produce oral and written texts that represent their growing understandings and stretches them to use the specialized language of science.

Teachers should select texts appropriate for research tasks that are interesting and engaging, and they should also provide opportunities for students to select texts, web-based resources, and other media sources for research projects on their own as this will foster a sense of self-efficacy in students and also build their capacity to be self-reliant. In addition to using print texts, students should use multimedia resources (e.g., the internet, digital media, photographs) and interact with one another as they engage in science practices (e.g., developing and using models, planning and carrying out investigations, engaging in argument from evidence).

Teachers should analyze the texts used in instruction ahead of time for both the cognitive and linguistic demands of the texts. Teachers should consider the kind of language they wish to observe their students using in oral and written tasks and prepare many appropriately scaffolded opportunities for students to use this language meaningfully before they are asked to produce the language independently. Teachers should use and discuss “mentor texts,” that is, the kinds of texts that they would like for students to be able to eventually write on their own, so that students have models to aspire to, and they should provide concrete methods for students to read their texts analytically with appropriate levels of scaffolding.

Importantly, especially for ELs, and in fact for all students, teachers should explicitly draw attention to the language – including vocabulary, grammatical structures, text organization and structure - in the informational texts used in the curricular unit. Science informational texts contain an abundance of domain-specific vocabulary (e.g., *photosynthesis*, *ecosystem*, *igneous*), as well as general academic vocabulary (e.g., *development*, *analysis*), and teachers should attend to their students’ development of these types of vocabulary. In addition, science texts make use of *nominalization*, which is the process of creating a noun or noun phrase from another part of speech or condensing large amounts of information (e.g., an event or concept) into a noun or noun phrase (e.g., destroy -> destruction, survive -> survival, all the things that happen in a science process -> the phenomenon of ____). Science texts also tend to contain long noun phrases (e.g., their extremely brittle and delicate *bones*), which sometimes make the texts challenging for students to comprehend, as they may find it difficult to identify the boundaries that delineate the noun phrase (Fang, Lamme, and Pringle 2010). All of

these ways of using language in science contribute to the “informational density” of science texts and make them potentially challenging for students to interpret. (For additional information on aspects of academic English, see Chapter 2 and the CA ELD Standards CDE publication.)

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this framework. Lesson planning should look forward to year-end and unit goals, be based on students’ needs, and incorporate the framing questions in Figure 6.27.

Figure 6.27. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks 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? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students’ English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?
*Scaffolding, accommodations, and modifications are discussed in Chapters 3 and 9.	

ELA/Literacy and ELD Vignettes

The following two vignettes illustrate how a teacher might implement the CA

CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed above. The first vignette presents a glimpse into an instructional unit and a closer look at a lesson during integrated ELA and science instruction. In this vignette, the focus of instruction is *conducting research* and *writing research reports*. The integrated ELA/science vignette is an example of appropriate instruction for all CA classrooms, and additional attention is included for using the CA CCSS for ELA/Literacy and CA ELD Standards in tandem for EL students. The second vignette presents a designated ELD lesson that builds into and from the integrated ELA/science lesson in order to support EL students in their steady development of academic English. This vignette focuses on supporting students to write cohesive texts by attending to connecting or transitional words and phrases, as well as ways in which writers use different language resources (e.g., pronouns, nominalization) to refer backward and forward in a text.

ELA Vignette

Vignette 6.3 Integrated ELA and Science Instruction in Grade Five: Science Informational Research Reports

Background: Mr. Rodriguez's fifth grade class is in the middle of an integrated ELA and science unit on ecosystems. Mr. Rodriguez began the unit by building his students' content knowledge of one local ecosystem (freshwater). He models the process of researching the ecosystem so that he can build important science conceptual knowledge about ecosystems and also develop his students' understandings of how science texts are written. Mr. Rodriguez is preparing his students to conduct their own research on an ecosystem of their choice and to write a science information report and a multimedia presentation about the ecosystem they research. The students will work collaboratively in groups to complete their written research reports and companion multimedia assignments. Mr. Rodriguez designed this unit collaboratively with his colleagues, incorporating specific instructional practices that they've found to be particularly supportive of their EL students and students with special needs. Twelve students in Mr. Rodriguez's class are ELs at the Bridging level of English language proficiency, and several students are former ELs in their first and second years of reclassification. He wants to make sure that all of his students enter middle school ready to interact meaningfully with complex texts and tasks across the disciplines.

Lesson Context: In order to develop his students' understandings of ecosystems, Mr. Rodriguez reads aloud to the class multiple complex informational texts about freshwater ecosystems, and the students also read texts on the topic together during whole and small group reading instruction. He explicitly teaches some of the general academic vocabulary words during ELA time, and he teaches the domain-specific words in the context of science instruction. He pays particular attention to developing his student's cognate awareness, and he's posted a "cognate" word wall in the class alongside the vocabulary wall containing the domain-specific vocabulary (e.g., species, predator, decomposer) and general academic vocabulary (e.g., despite, regulate, restore) from the ecosystem unit.

During science time, the students view multimedia and discuss the new concepts they are learning about in structured extended discussions with guiding questions. Mr. Rodriguez teaches a series of lessons where his students engage in science practices, such as learning to observe a

freshwater ecosystem, assessing the water quality in the ecosystem, and identifying the connections between poor water quality and the effects on the ecosystem. The class takes a walking fieldtrip to a local pond to collect data, which they record in their science journals and then discuss and record on a chart when they return to the classroom. They also design and conduct an experiment to investigate which everyday materials filter dirty water the best.

Now that his students have developed some knowledge about freshwater ecosystems, as well as some critical domain-specific vocabulary (e.g., ecosystem, species, habitat, watershed) related to the topic, Mr. Rodriguez plans to use some “mentor texts” in order to teach his students about the kind of writing he wants them to aspire to when they write their group research reports. He also uses the texts as a way to show his students how to read their complex informational texts more closely. The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today’s lesson are the following:

Learning Target: The students will collaboratively reconstruct a complex text about ecosystems. They’ll apply their content knowledge and knowledge of the language of the text type.

Primary CA CCSS for ELA/Literacy Addressed:

W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly ... ; W.5.4 - Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening – a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style ... L.5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases ...

Primary CA ELD Standards Addressed (Bridging level shown):

ELD.PI.5.1 - Contribute to class, group, and partner discussions ... ; ELD.PI.5.4 - Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support; ELD.PI.5.10a - Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register; ELD.PII.5.4 - Expand noun phrases in an increasing variety of ways ... ; ELD.PII.5.5 - Expand and enrich sentences with adverbials; ELD.PII.5.6 - Combine clauses in a wide variety of ways; ELD.PII.5.7 - Condense clauses in a variety of ways ...

Lesson Excerpts: In today’s lesson, Mr. Rodriguez engages his students in a “text reconstruction” lesson. He first tells his class that the goal is for them to learn how to write research information reports and that the purpose of this text type is to report on information from a variety of sources about a single topic. He reminds his students that they’ve been reading - and he’s been reading to them – many texts about ecosystem. He also reminds them that they’ve been learning vocabulary about ecosystems, and they’ve been using language to discuss ecosystems as they’ve engaged in various science tasks related to ecosystems. He tells them that the purpose of today’s lesson is for them to apply their knowledge of ecosystems and of the language they’ve been developing about ecosystems. The steps of today’s lesson are written in Mr. Rodriguez’s planning notebook and provided below.

Text Reconstruction Procedure

1. *Read once:* Teacher reads a short section of the text (no more than 60 seconds) aloud while students just listen.
2. *Read twice:* Teacher reads the text a second time while students listen and take notes (bullet points with no more than a few words – make sure they know how).
3. *Reconstruct:* Have students work with a partner to collaboratively reconstruct the text using their notes (lots of discussion should happen here). (If there is time,

- have the partners work with another set of partners to further refine their reconstructions.)
4. *Check and compare:* Show the original text to students. Invite students to discuss differences or similarities between the original and their texts.
 5. *Deconstruct:* Highlight for students a few key language features in the text. (Later, show them how to “deconstruct” (or unpack) the text even further to reveal more of the language features and patterns.)

Mr. Rodriguez explains that when the students reconstruct, or rewrite, the short text with their partner, he wants them to try to get as close as they can to the text he reads to them.

Mr. Rodriguez: You're not trying to copy me exactly, but the text you reconstruct has to make sense and use the language of information reports on ecosystems. This is one way we're practicing how to write information reports before you write your own.

A portion of the text Mr. Rodriguez reads is provided below:

Freshwater ecosystems are essential for human survival, providing the majority of people's drinking water. The ecosystems are home to more than 40 percent of the world's fish species. Despite their value and importance, many lakes, rivers, and wetlands around the world are being severely damaged by human activities and are declining at a much faster rate than terrestrial ecosystems. More than 20 percent of the 10,000 known freshwater fish species have become extinct or imperiled in recent decades. Watersheds, which catch precipitation and channel it to streams and lakes, are highly vulnerable to pollution. Programs to protect freshwater habitats include planning, stewardship, education, and regulation (nationalgeographic.com).

Mr. Rodriguez reads the text twice as his students take notes. Before today's lesson, he taught his students how to take brief notes of key words or phrases as they were reading a text or viewing a video. Today, they are using their note taking skills in a new way as they take notes while Mr. Rodriguez speaks. After the students have taken notes, and as his students work in pairs to reconstruct the text, Mr. Rodriguez circulates around the room so that he can listen to their conversations and provide support where needed. He stops at a table where Sarah and Ahmad are busy reconstructing their text.

- | | |
|----------------|--|
| Ahmad: | I have “human survival,” “water,” and “40 percent of fish.” I think he said that the freshwater ecosystems, we have to have them for to survive. |
| Sarah: | Yeah, I think that's right, and it makes sense because we learned about that. But I think there was something more about water. I have “drinking water,” so I think he said that the freshwater ecosystem give us most of our drinking water, so maybe that's why we have to have them to survive. |
| Ahmad: | What should we write? How about, “We have to have the freshwater ecosystem for to survive because they give us most of our drinking water?” |
| Sarah: | (Nodding.) |
| Mr. Rodriguez: | Can we take a look at your notes again, Ahmad? Before you said you wrote, “human survival,” and I'm wondering if the two of you can figure out how to use that in your reconstruction. |
| Ahmad: | (Thinking for a moment.) Can we write, “We have to have the freshwater ecosystem for human survival because they give us most of our drinking water?” |
| Mr. Rodriguez: | What do you think, Sarah? |
| Sarah: | Yeah, that sounds right. I think that sounds like what you said, and it sounds more like a science book. |
| Mr. Rodriguez: | Yes, it does sound more like a science book. But why is “human survival” important here? |
| Ahmad: | (Thinking.) Because we have to have the fresh drinking water so we can survive, so if we say “human survival,” that means the same thing. |

Sarah: And when we say “human,” that means all the people in the world, not just us.

Mr. Rodriguez continues to circulate around the room, providing “just-in-time” scaffolding to students to stretch their thinking and language. Mostly, he asks them to refer to their notes for the words they use and also to make sure the text they reconstruct makes sense, based on what they have been learning about freshwater ecosystems. He also prompts them to use the words and wording they have in their notes and to use their knowledge of connecting/condensing and expanding/enriching their ideas. When time is up, Mr. Rodriguez asks if any volunteers would like to share their reconstruction with the class. Ahmad and Sarah share their reconstruction, and Mr. Rodriguez praises them for using critical terms, such as “human survival” and “freshwater fish species,” as well as catching some of the math terms (40 percent of fish species in the world).

When the allotted time for reconstructing the texts is up, Mr. Rodriguez shows the class the original text and asks them to talk briefly with their partners about similarities and differences. He briefly explains some of the domain-specific and general academic vocabulary and phrasing his students seemed to find particularly challenging to reconstruct (e.g., highly vulnerable to pollution, despite their value and importance).

Next Steps: The following week, Mr. Rodriguez shows his class how the informational texts they are using are organized by “big ideas.” For one book, Mr. Rodriguez writes these big ideas on chart paper as headings (e.g., geographical characteristics; food webs – producers, consumers, secondary consumers; natural factors – climate, seasons, and natural disasters; human impact – pollution, overfishing) and writes some of the details beneath them. Looking at how the mentor texts are organized helps the class see how they can create categories to guide their research and structure their writing. Mr. Rodriguez facilitates a class discussion and guides the class to create an outline they will use to conduct their own research projects and write their information reports. The class decides on the following outline, using their own words to describe the stages and phases in the text:

Stages and phases	Information Report Outline
Stage 1	General statements: <ul style="list-style-type: none"> • Tell/define what ecosystems are • Identify what ecosystem this one is
Stage 2 Phases (subtopics)	Description of the Ecosystem <ul style="list-style-type: none"> • Describe the geography of the ecosystem • Describe what lives there and the food web • Describe the natural factors that affect the ecosystem • Describe what people have done to affect the ecosystem • Describe ways that people can fix the damage they have caused
Stage 3	Conclusion: Summarize the report by rounding if off with a general statement.

Once the reports are complete, they are posted around the room for other students to read, and the students present their multimedia projects to their classmates, as well as to a first grade class they have been reading aloud to all year. Mr. Rodriguez evaluates the information reports using a rubric his district has provided which is based on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the Next Generation Science Standards.

Lesson adapted from Brisk, Hodgson-Drysdale, and O'Connor 2011; Derewianka and Jones 2012; Gibbons 2009; and Spycher and Linn-Nieves Forthcoming.

Resources

Websites:

- The Public Broadcasting System has more ideas for [teaching about ecosystems](http://www.pbs.org) (<http://www.pbs.org>).

- Achieve the Core has [student work samples](http://www.achievethecore.org) and ideas on evaluating student writing (www.achievethecore.org).

Recommended reading:

Brisk, M. E., Hodgson-Drysdale, T., and O'Connor, C. 2011. [A study of a collaborative instructional project informed by Systemic Functional Linguistics: Report writing in the elementary grades](#). *Journal of Education* 191 (1): 1-12.

2196
2197 ***Designated ELD Vignette***
2198 The example in Vignette 6.3 illustrates good teaching for all students with
2199 particular attention to the learning needs of EL students. In addition to good first
2200 teaching, EL students benefit from intentional and purposeful designated ELD
2201 instruction that *builds into and from* content instruction and focuses on their particular
2202 language learning needs. The following vignette illustrates an example of how
2203 designated ELD can build from and into the types of lessons outlined in Vignette 6.4.
2204 The vignette below illustrates how teachers can show their students how to deconstruct,
2205 or “unpack,” the academic language in complex informational texts, which supports
2206 comprehension and language development.
2207

Vignette 6.4 Designated ELD Instruction in Grade Five:

Learning about Cohesion

Background: During designated ELD, Mr. Rodriguez delves deeper into the language of the texts the class is using for their ecosystems research projects (see Vignette 6.3 above). Mr. Rodriguez and his fifth grade teacher colleagues are all teaching the same integrated ELA and science unit. This makes it possible for them to share students when they regroup for designated ELD and focus instruction that builds into and from science and ELA, targeting their students' particular language learning needs. For his ELD class, Mr. Rodriguez works with a large group of EL fifth graders who are at the Bridging level of English language proficiency while one of his colleagues works with a small group of students at the Emerging level who are new to English and another works with the native English speaking students and reclassified EL students.

Lesson Context: In integrated ELA and science instruction, Mr. Rodriguez has focused on text structure and organization and has taught his students general academic and domain-specific vocabulary pertaining to the ecosystem unit. He's also worked with his students, particularly during writing instruction, on structuring their sentences and paragraphs in grammatically more complex ways, according to the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Even so, he observes that some EL students at the Bridging level of English language proficiency experience challenges reading some of their complex science texts, and when they write, sometimes their texts are choppy and don't hang together very well. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will discuss ways of using language that help create cohesion, including connecting and transition words and words for referring.

Primary CA ELD Standards Addressed (Bridging level shown):

ELD.PI.5.6 - a) Explain ideas, phenomena, processes, and text relationships (e.g.,

compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support; *ELD.PII.5.2a - Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts*; *ELD.PII.5.2b - Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however) to comprehending texts and writing cohesive texts.*

Lesson Excerpts: Today, Mr. Rodriguez is teaching his students how to identify words and phrases that help create cohesion in texts, in other words, that help texts “hang together” or flow.

Mr. Rodriguez: Today, we’re going to discuss some of the ways that writers help guide their readers through a text. They use different words and phrases and other language to make sure that their texts “hang together” and “flow.” These words help to link ideas throughout a text, and they help the reader “track” the meanings throughout the text. We call this way of using language “cohesion.”

Mr. Rodriguez writes the word “cohesion” on a chart, along with a brief explanation, which he says aloud as he writes:

Cohesion:

- how information and ideas are connected in a text
- how a text “hangs together” and flows

Mr. Rodriguez: Sometimes, it might be hard to see the language that creates cohesion in a text, so we’re going to discuss it. We’re going to dig into some passages you’ve been reading in science and take a look at how writers use some of this language so that it will be easier for you to see it in the texts you’re reading for your research reports. Once you start to see the many different ways that writers create cohesion in their writing, you’ll have some more ideas for how you can do that when you write your own ecosystem information reports.

Using his document reader, Mr. Rodriguez displays a short passage from a familiar text the students have been reading in science. The text is quite challenging, and Mr. Rodriguez has spent a fair amount of instructional time on the language and content of the text, including showing the students where “nominalization” occurs (e.g., modification, flood protection, water diversions) and teaching them the meaning of some of these words. Mr. Rodriguez models, by thinking aloud and highlighting the text, how he identifies the language in the text used to create cohesion. The passage he shows them is provided below:

Wetlands perform many important roles as an ecosystem. One is to provide an important habitat for birds, fish, and other wildlife. Another is to contribute to flood protection by holding water like a sponge. By doing this, they keep river levels normal and filter the water. However, California’s wetlands are in danger, and their ability to perform these important roles is threatened. Unfortunately, they continue to be drained for agriculture or filled for development. Other activities that harm them include modifications to the watershed such as dams or water diversions, not to mention climate change. Consequently, California has lost more than 90% of its wetlands, and today, many of the ones remaining are threatened. (adapted from the State of CA Environmental Protection Agency, http://www.mywaterquality.ca.gov/eco_health/wetlands/)

Mr. Rodriguez starts by highlighting the terms that may be more familiar and transparent to students: *however, unfortunately, consequently*. He briefly explains the meaning of the words and notes that these “text connectives” are very useful for helping readers navigate through texts. He continues by delving a little deeper into the cohesive language in the passage by explaining that “however” is signaling to the reader that something different is going to be presented, and that it will contrast what came right before it. He models confirming this idea by reading the rest of the sentence and then reading from the

beginning of the passage.

Mr. Rodriguez: *However, California's wetlands are in danger, and their ability to perform these important roles is threatened.* Hmm ... I know that what it's saying here is contrasting with what came right before it. In the beginning, it was discussing all the great things that ecosystems do, or the important roles they have. Then, it says that they are having a hard time doing these things. So the word "however" links the ideas that came right before it with the new information.

When he comes to the word "unfortunately," he explains that this word signals to the reader that something negative is going to be presented, and he confirms this by reading on. When he comes to the word "consequently," he asks his students to briefly discuss with one another what they think the word is doing to help the text "hang together," or connect the ideas in the text.

Ernesto: I think that when you use the word "consequently," you're saying that something is happening because something else happened. Like, "consequently" means "it's a result."
Mr. Rodriguez: Can you say more about that? What ideas is the word "consequently" connecting this text?

Ernesto: (Thinks for a moment, then points to the document reader.) Right there, where it says "they continue to be drained" and "other human activities" ... like, modif ... modifications and dams.

Talia: And climate change. That does it, too.

Mr. Rodriguez: So, what you're saying is that the word "consequently" is linking those activities - *draining for agriculture, filling in the wetlands, making dams or water diversions, and climate change* - it's linking those activities with ...? Turn to your partner and discuss what you think the word "consequently" is connecting those activities to.

The students grapple with this question, but through scaffolding Mr. Rodriguez provides, they determine that the word "consequently" connects the activities to the resulting loss of and threat to wetlands. Mr. Rodriguez continues to model how he identifies the other language in the text that creates cohesion, including pronouns that refer back to nouns (e.g., they, their) and other "referring" words that may not be as obvious. For example, he explains that the words "one" and "another" refer to "roles," which appears in the first sentence. He highlights other referring words and the words they refer back to, and he draws arrows between them to make the reference clear. After modeling one or two examples, he asks the students to tell him what the words are referring to, and he marks up the text with additional arrows so they can see clearly what is being referenced. The passage he shows, along with the language he highlights through the course of his modeling, is provided below:

*Wetlands perform many important roles as an ecosystem. **One** is to provide an important habitat for birds, fish, and other wildlife. **Another** is to contribute to flood protection by holding water like a sponge. By doing **this**, **they** keep river levels normal and filter the water. **However**, California's wetlands are in danger, and **their** ability to perform **these important roles** is threatened. **Unfortunately**, **they** continue to be drained for agriculture or filled for development. Other activities that harm **them** include modifications to the watershed such as dams or water diversions, not to mention climate change. **Consequently**, California has lost more than 90% of its wetlands, and today, many of **the ones** remaining are threatened.* (adapted from the State of CA Environmental Protection Agency, http://www.mywaterquality.ca.gov/eco_health/wetlands/)

After Mr. Rodriguez has modeled this process, he provides them with similar passages, and he asks them to work in pairs to locate the "cohesion" words by following the same process he modeled for them. At the end of the lesson, he asks the students to share what they found and to explain how the words they highlighted create cohesion in the text by linking ideas and information. The class generates a list of "cohesion" words they found, which Mr. Rodriguez writes on chart paper. Later that week, the students will work in small groups to categorize one type of cohesive language, text connectives. The chart will be posted so that the students can draw upon the language when they write their research reports. Mr. Rodriguez chooses the categories, but the students decide where the words go (with his guidance), and they agree on a title for the chart, provided below.

Language to Connect Ideas (Cohesion)		
Adding	Contrasting	Sequencing
in addition furthermore similarly also	however despite this instead otherwise unfortunately	to start with to summarize in conclusion finally
Cause/result	Time	Clarifying
therefore consequently because of this in that case	next meanwhile until now later	that is in other words for example for instance
Words for referring: they, their, it, them, this, these, those, one, another, the ones		
<p>Teacher Reflection and Next Steps: After teaching these lessons on cohesion, Mr. Rodriguez observes that many of his students begin to use the language resources in their writing. For example, instead of repeating the word “ecosystems” in each sentence (e.g., Ecosystems are ..., Ecosystems have ..., Ecosystems can...), they use pronouns to refer back to the first time they used the word. Similarly, many of his students begin to use the connecting words listed on the chart the students made during designated ELD. He also notices that his students are becoming more aware of this type of language as they encounter it in the texts they read, and throughout the day, his students tell him when they find other examples of cohesion.</p> <p>Lessons based on Gibbons (2002), Christie (2012), Derewianka and Jones (2012), Martin and Rose (2012), Schleppegrell (2010); Spycher & Nieves (forthcoming)</p>		
<p>Resources The Genre Project has many ideas and resources for teaching about the language in different text types.</p>		

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California’s richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners, students with disabilities, ELs at different English language proficiency levels, Standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or another of the themes presented in this chapter (meaning making, effective expression, language development, content knowledge, and foundational skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods in order to design

effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught - or observe during a lesson - that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this evaluation of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in Chapters 3 and 9. Importantly, students will not receive the excellent education called for in this framework without genuine collaborations among those responsible for educating California' children and youth. (See Figure 6.28.)

Fifth grade students approach texts with newly honed nuance and critical stances. They begin the journey toward voicing their views in light of multiple perspectives and sophisticated textual evidence. They dig deep into history, science, the arts, and more using their speaking and writing skills to express their new learnings. For many, middle school looms, and independence beckons. May they take the solid literacy foundation of their elementary years and use it to propel themselves to new discoveries in literature and content and ever deeper thinking and empathy.

Figure 6.28. 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.

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