1   Chapter 7: Content and Pedagogy—Grades Six Through Twelve

2

3

4   **Overview of the Span**

5   The love of reading literature must be instilled and nurtured from a child's

6   first moments of school through his or her last days of high school. Literature is

7   read for several reasons such as to gain knowledge, perspective on historical

8   ideas, and to increase emotional, social, and cultural awareness. To develop a

9   depth and breadth of understanding the world, students must experience a variety

10   of rich and engaging literary genres.

11   Being well read, or broadly literate, can help readers understand the

12   complexity of the human condition. When students read a variety of literary texts that

13   include, for example, complex characters, themes, and archetypes, they can enrich

14   their understanding of their lives and their connection to other people and cultures

15   across time and space. As noted in chapter 3, literary fiction has been shown to have

16   positive effects on the mind, specifically the ability to detect and understand others'

17   emotions and the ability to infer and represent others' beliefs and intentions (Kidd and

18   Castano 2013). Reading literature provides students opportunities to understand the

19   world and discover interests they can carry forward into a lifetime of reading for

20   enjoyment.

21   Students in grades six through twelve are moving from a solid grounding in

22   language and literacy skills to deepening and broadening their cognitive and analytic

23   abilities to meet college and career readiness standards, developing citizenship, and

24   become broadly literate by the time they graduate from high school. As they progress

25   from upper elementary or middle school through high school, six through twelfth

26   graders are expected to engage in secondary-level academic skills in collaboration,

27   critical thinking, problem solving, and research, as they improve their reading, writing,

28   listening, and speaking skills across content areas. At the same time as they mature

29   physically and emotionally, secondary students are expected to show extensive gains

30   cognitively and academically as they become increasingly independent and

31   sophisticated learners and thinkers ready for the rigors of college and careers.

32   During the grades six through twelve span, students are increasingly exposed

33   to and expected to show increasing proficiency in literacy in a variety of genres, in

34   English language arts as well as in other academic subjects, including history/social

35   studies, science, and technical subjects. They are expected to be able to

36   comprehend and evaluate ideas in literary works and informational and technical

37   materials of increasing length and complexity, basing their analyses and inferences

38   on explicit and relevant evidence from the texts. They write and present in different

39   genres, exhibiting sophisticated content and literary techniques in arguments,

40   informative/explanatory texts, and narratives. Their research projects draw on

41   numerous sources, incorporating multimedia in both the information gathering and

42   production phases. Sixth through twelfth graders engage in collaborative discussions,

43   respectfully sharing complex ideas and opinions while considering and incorporating

44   others' perspectives. As they evaluate the impact of author's literary and rhetorical

45   devices in a variety of texts, their appreciation for uses of language becomes more

46   sophisticated, including understanding of concepts such as analogy, irony, and

47   connotative meanings. Their control of conventions of standard English also grows

48   more sophisticated, as does their acquisition, analysis, and use of a range of

49   academic vocabulary.

50   The diversity of middle and high school students' learning experiences can

51   have critical impacts on teaching and learning as all students work to meet

52   graduation requirements. Chapters 2 and 9 provide more details on serving the

53   needs of a linguistically diverse population of students. Chapter 9 also has details

54   on providing equity and access to rigorous academic content for a diverse

55   population of students, including struggling readers and those receiving special

56   education services. Issues affecting key student populations that need particular

57   attention in grades six through twelve are summarized here.

58   •   English learners at the early stages of English language acquisition who enter

59   U.S. schools in secondary school face a huge challenge to learn rigorous,

60   grade-level content while gaining English language and literacy proficiency.

61   Middle and high school students who are still classified as English learners

62   after several years in U.S. schools need particular attention in order to ensure

63   their academic English skills improve to the extent needed to reach high

64   expectations of career and college readiness. Students with a primary

65   language other than English may use their primary language to access

66   information, conduct research, evaluate and integrate ideas, and use their

67   ideas to communicate their learning.

68   •   In the middle and high school grades, academic learning increasingly

69   occurs through reading. Students who have disabilities, students with

70   specific learning disabilities in the area of reading, and other diverse

71   learners may face challenges in reading. Many factors can impede a

72   student's reading comprehension; as students with reading disabilities and

73   other diverse learners progress through the grade levels, they can learn

74   how to strategically process information, appropriately use background

75   knowledge, develop metacognitive awareness of learning, and build

76   knowledge of vocabulary and common text structures to successful

77   navigate complex texts.

78   •   There is a small number of students with significant cognitive disabilities

79   who will struggle to achieve at or near grade level. These students, who will

80   participate in the alternate assessment, account for approximately one

81   percent of the total student population. Substantial supports,

82   accommodations, and modifications are often necessary for these students

83   to have meaningful access to the standards and standards-aligned

84   assessments that are appropriate to the students' academic and functional

85   needs. The guidance from the CCSS authors notes that even students with

86   the most significant cognitive disabilities must "retain the rigor and high

87   expectations of the Common Core State Standards" (2010, 2).

88   This chapter provides guidance for supporting all students' achievement of

89   California's grades six through twelve CCSS for English Language Arts

90   (ELA)/Literacy and, additionally for English learners, the CA English Language

91   Development (ELD) Standards. It begins with a brief discussion of the importance of

92   the integrated and interdisciplinary nature of the language arts. It then highlights key

93   content in the ELA/literacy program and selected instructional practices for the span,

94   outlines appropriate ELD instruction, and includes a discussion of implications for

95   other populations with special instructional needs. Grade level sections provide

96   additional guidance for grades six, seven, and eight, and for grade spans nine and

97   ten, and eleven and twelve.

98   **An Integrated and Interdisciplinary Approach**

99   The CA CCSS for ELA/Literacy and the CA ELD Standards recognize the role

100   that complex skills in literacy and language analysis and applications play across the

101   curricula. The language arts are used in all content areas to acquire knowledge and

102   inquiry skills (through reading, listening, and viewing) as well as present knowledge in

103   a variety of modes (writing and speaking, incorporating multimedia). Students employ

104   the language arts across the content areas, further developing their skills in reading,

105   writing, speaking and listening[1], and language for a variety of purposes. More

106   specifically, middle and high school students read to gain, modify, or extend

107   knowledge and to learn multiple perspectives across content areas, authors, genres,

108   formats, cultures, and historical time periods. They write to express, refine, and

109   consolidate their understanding of new concepts, through argumentation, analysis,

110   narration, and summary, using structures and language appropriate to the topic and

111   audience. To solve problems and to answer questions generated by themselves or

112   others, they conduct research projects. Students engage with others in conversations

113   to probe ideas, pose questions, investigate issues, consider and integrate multiple

114   perspectives, summarize, evaluate, and elaborate on what they have heard or read,

115   and present and synthesize arguments, ideas, and information. They develop

116   projects and presentations collaboratively and independently to express their ideas,

117   interpretations, analyses, evaluations, arguments, and experiences to others. While

118   engaging in all these efforts, they acquire vocabulary, linguistic structures, and written

119   language conventions which they can apply to better understand and use precise and

120   nuanced language appropriate to task, purpose, and audience.

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

121   The reciprocal relationship between the language arts and content learning is

122 made explicit by the inclusion of the Literacy standards in reading and writing for

123 history/social studies and science and technical subjects. Indeed, English language

124 arts skills are found throughout all of California's subject matter content standards as

125 shown in the examples below from a variety of California content area standards for

126 grades six through twelve.

127 **Grades 6-8**

128 • Construct an argument supported by empirical evidence that changes to

129   physical or biological components of an ecosystem affect populations (NGSS,

130   MS-LS2-4).

131 • Describe situations in which opposite quantities combine to make 0. For

132   example, *a hydrogen atom has 0 charge because its two constituents are*

133   *oppositely charged* (California's CCSS Grade 7 Mathematics Standard

134   7.NS.2a).

135 • Explain the significance of Greek mythology to everyday life and how Greek

136   literature continues to permeate our literature and language today, drawing

137   from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey,* and

138   from *Aesop's Fables* (California Grade Six History/Social Science Content

139   Standard 6.4.4).

140 • Explain the variety of roles dance plays among different socioeconomic groups

141   in selected countries (e.g., royalty and peasants) (California Grade Eight

142   Visual and Performing Arts Dance Content Standard 3.2).

143 • Practice effective communication skills to prevent and avoid risky situations

144   (California Grade Six Health Education Standard 4.1.S).

145 **Grades 9-12**

146 • Make and defend a claim based on evidence that inheritable genetic variations

147   may result from: (1) new genetic combinations through meiosis, (2) viable

148   errors occurring during replication, and/or (3) mutations caused by

149   environmental factors. (NGSS, HS-LS3-2).

150   •   Give an informal argument for the formulas for the circumference of a circle,

151   area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection*

152   *arguments, Cavalieri's principle, and information limit arguments.* (California's

153   CCSS High School Mathematics Standard G-GMD.1)

154   •   Describe the emergence of Romanticism in art and literature (e.g., the poetry of

155   William Blake and William Wordsworth), social criticism (e.g., the novels of

156   Charles Dickens), and the move away from Classicism in Europe. (California

157   Grade Ten History/Social Science Content Standard 10.3.7)

158   •   Explain how elements, artistic processes, and organizational principles are

159   used in similar and distinctive ways in the various arts. (California Grades Nine

160   Through Twelve – Proficient Visual and Performing Arts Dance Content

161   Standard 5.1)

162   •   Research and discuss the practical use of current research-based guidelines

163   for a nutritionally balanced diet. (California High School Health Education

164   Standard 1.2.N)

165   Similarly, for classrooms with English learners, the components of the CA ELD

166 Standards (Interacting in Meaningful Ways, Learning About How English Works, and

167 Using Foundational Literacy Skills) are integrated throughout the curriculum, rather

168 than being addressed exclusively during designated ELD time. Snapshots and longer

169 vignettes presented in the grade level sections of this chapter illustrate how the CA

170 CCSS for ELA/Literacy strands, CA ELD Standards, and content-area instruction can

171 be integrated to create an intellectually-rich and engaging literacy program. This

172 integration of ELD skills in ELA and all academic content courses necessitates

173 collaboration among ELD and content area instructors as well as curriculum

174 developers. Especially with the new focus on literacy across the content areas, all

175 teachers are teachers of language—the language needed to understand, engage

176 with, and communicate about written texts, digital formats, and oral discourse in each

177 discipline.

178   In secondary programs where students attend separate classes with different

179 teachers for each different content-area course, teachers will need to collaborate

180 other across disciplines in order to fully implement integration of the CA CCSS

181 ELA/Literacy and CA ELD Standards both with each other and with other disciplinary

182 courses. Such collaboration can include the following examples, depending on school

183 and department models:

- 184 design of cross-discipline units (e.g., a project-based unit on an issue that can
- 185   be understood and analyzed from different disciplinary perspectives);
- 186 consultation on individual or group needs for student improvement (e.g.,
- 187   building vocabulary across content areas, or engaging in the writing process
- 188   for multiple and varied purposes); or
- 189 collaborating to compile a list of reading and writing assignments across
- 190   content classes to ensure students read and produce an appropriate variety of
- 191   text types and lengths across all content area courses.

192 ### *Sharing Responsibility*

193   The division of the standards into English language arts and literacy in

194 history/social studies, science, and technical subjects in grades nine through

195 twelve emphasizes the interdisciplinary approach promoted by the CCSS and the

196 call for "shared responsibility for students' literacy development" on the part of all

197 educators. A coordinated effort by teachers and specialists is often required to

198 accelerate adolescents' literacy skills. Moreover, "both long-term general

199 improvements in levels of adolescent literacy and the acceleration of literacy

200 development in students performing below grade level will depend critically in

201 how content-area teachers teach vocabulary, concepts, and facts that are

202 essential content-area knowledge" (Torgesen, and others 2007, 57).

203   In order to meet the literacy needs of all students, efficient school

204 level systems need to be in place and all teachers must be involved.

205 Research shows that teachers are more likely to implement practices well if

206 they receive support and engage in collaboration. An example of support is

207 a strong instructional leader who is willing to commit the needed time and

208 resources for teachers to engage in effective professional development and

209 work with each other. Instructional leaders can provide the time and

210   resources needed for teachers (e.g., ELA, Special Education, and

211   Technical Subjects) to build strong working relationships. When

212   instructional leaders strategically create master schedules, they protect

213   teacher's time to work with academic departments or grade levels. This can

214   facilitate consistent instruction, a willingness to share instructional

215   practices, and successful problem-solving in teaching practice among

216   teachers (Hord 1997; Louis, Marks and Kruse 1996; McLaughlin and

217   Talbert 2001; Newmann and Wehlage 1997; American Institutes for

218   Research 2007).

219   Professional learning communities (PLCs), which promote teacher

220   collaboration, have been credited with deepening teachers' knowledge, building

221   their skills, and improving instruction (Bryk, Camburn and Louis 1999; Calkins,

222   Guenther, Belfiore and Lash 2007; Goddard, Goddard and Tschannen-Moran

223   2007; Louis and Marks 1998; Supovitz and Christman 2003). Teacher

224   observations of and constructive, structured feedback in response to their peers'

225   teaching has proven to be a simple yet effective way to promote strong working

226   relationships. The combination of the content knowledge that content-area

227   teachers bring to their disciplines—along with the support of a literacy coach who

228   has a deep understanding of how to incorporate effective literacy strategies into a

229   lesson (Moore, Bean, Birdyshaw and Rycik 1999) or an ELD specialist who

230   understands how to attend to the language learning needs of English learners—is

231   key to helping all high school students' deepen their disciplinary knowledge

232   (Manno and Firestone 2007). Utilizing the framework of a Multi-Tiered System of

233   Supports (MTSS) provides the structure to align the supports across the grades

234   based on the needs of students in an efficient and effective process. (See chapter

235   9 for additional information on MTSS).

236   Because the instructional needs vary among students, schools must

237   be prepared to provide effective instruction in a broad range of reading

238   skills if they are to help students become proficient in understanding and

239   learning from grade-level text. Importantly, support for older students who

240 struggle with literacy learning should focus on critical dimensions of reading

241 skill that interfere with a student's ability to comprehend grade-level text

242 (Torgesen, and others 2007).

243   Unless students are struggling with reading accuracy and fluency,

244 the general recommendations for literacy instruction for students who

245 struggle are similar for those students reading at grade level: help students

246 apply reading comprehension strategies before, during, and after reading,

247 instruction to increase the breadth and depth of vocabulary knowledge,

248 instruction and assignments that are motivating and engaging, and

249 instruction that improves knowledge of content-area concepts and facts

250 (Torgesen, and others 2007). These recommendations are not only

251 applicable to ELA classrooms, but to all content areas taught.

252   The fact that both students who struggle and those reading at grade level can

253 benefit from the same content of instruction (e.g., vocabulary development,

254 motivating and engaging activities, content-area concepts and facts) suggests that

255 the collaboration among all teachers is paramount. Special education teachers,

256 reading specialists, ELD teachers, and content-area teachers can coordinate

257 instruction to help accelerate all students in literacy learning. Since many struggling

258 readers may require support in different settings, such as an intensive reading class,

259 it would seem helpful if those intensive reading teachers could share strategies that

260 are being taught with content-area teachers. If content-area teachers could reinforce

261 the use of similar strategies while reading text in ELA, social studies, history, science,

262 etc., students could rapidly improve their reading skills while at the same time

263 increase their disciplinary knowledge (Torgesen, and others 2007). Chapter 2

264 provides additional information on sharing responsibility.

265   ***Supporting All Learners: Equitable Access to Grade-Level Content***

266   With the focus on the Common Core State Standards and the inclusion of *all*

267 students comes the drive to ensure equal access to grade-level content standards.

268 Teachers use a range of instructional strategies based on the students' varied

269 interests, strengths, and needs to ensure that students work toward grade-level

270   content standards. Providing accommodations during instruction and assessments

271   may also promote equal access to grade-level content. Collaboration between

272   educators is essential to ensure consistent student access to accommodations

273   across disciplines.

274   All students, including students with disabilities and diverse learners, can work

275   toward mastery of grade-level content standards and most of these students will be

276   able to achieve these standards when the following three conditions are met:

277   • Standards are implemented within the foundational UDL principles.

278   • A variety of evidence-based instructional strategies are considered to align

279   materials, curriculum, and production to reflect the interests, preferences, and

280   readiness of diverse learners, maximizing students' potential to accelerate

281   learning.

282   • Appropriate accommodations are provided to help students access grade-level

283   content. (See chapter 9 for more information on accommodations.)

284   For students with disabilities who are also English learners, teachers providing

285   ELD instruction should also be involved in selecting and evaluating accommodations.

286   A collaborative dialogue among ELD teachers, general and special education

287   teachers, parents, and students, can help determine what is best for the individual

288   student.

289   Figure 7.1 provides examples of ways to provide access to the standards for

290   students: 1) via instructional supports within the UDL principles that can support the

291   learning of all students, 2) accommodations and services that may be needed for

292   students with disabilities, 3) ways to provide access to a modified standard for

293   students with significant cognitive disabilities.

294

295 Figure 7.1. Reading Strands for Literature Grades 6-8: Range of Reading and

296 Level of Text Complexity

Read and comprehend literature, including stories, dramas, and poems, in the grades (6-8/9-12) text complexity band proficiently, with scaffolding as need at the high end of the range.		
Application of UDL	**Accommodations**	**Modifications**
Read and comprehend text in chunks	Specialized software (text-to-speech and highlight applications) paired with digital text	Using computer and specialized software (text-to-symbol or picture) to read complex digital text; working with a peer to comprehend text

297

298

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

300   This section discusses the five emphases of California's ELA/literacy and ELD

301 curriculum and instruction for grades six through twelve: **meaning making**; **language**

302 **development/academic language**, including vocabulary**; effective expression**,

303 including writing, discussion and presentation, and language conventions;

304 **content/disciplinary knowledge** and **foundational skills**. See Figure 7.2. English

305 learners, adolescents with disabilities, and other struggling readers may need

306 particular supports in some or all of these areas. Impacting all students are

307 **motivation and engagement**, as summarized below.

308

309 Figure 7.2. Themes and Context for Implementation of the CA CCSS for

310 ELA/Literacy and the CA ELD Standards

311

312
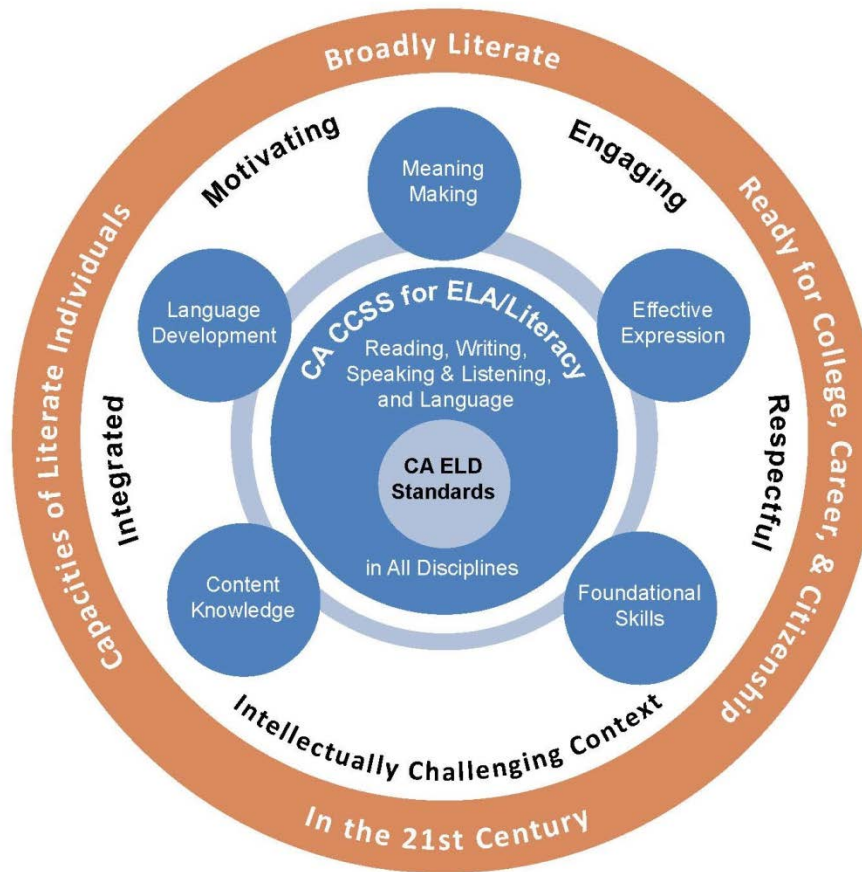
313

314   ***Motivation and Engagement***

315   All instruction should take into account issues of motivation and engagement,

316   which, as discussed in Chapter 2, contribute powerfully to learning. Adolescent

317   literacy is complex and there are many reasons why adolescents may have difficulty

318   understanding text. Motivation and engagement play a critical role in adolescent

319   literacy development. The report, *Improving Adolescent Literacy* (Kamil, and others

320   2008) recommends increasing student motivation and engagement in literacy to

321   increase the reading ability of adolescents. Teachers should integrate classroom

322   practices that promote motivation and engagement to assist adolescents in achieving

323   the CA CCSS for ELA/Literacy and CA ELD Standards. Being motivated and

324   engaged will help adolescents pursue more complex text and aid in the high-level

325   thinking skills needed to understand those texts.

326

327   Figure 7.3. Increase Student Motivation and Engagement in Literacy Learning

1. Establish meaningful and engaging content-learning goals around the essential ideas of a discipline as well as the specific learning processes students use to access those ideas.
    - Monitor students' progress over time as they read for comprehension.
    - Provide explicit feedback to students about their progress.
    - Have students set learning goals so they are more apt to engage in the activities required to achieve them.
    - Closely connect instructional practice and student performance to learning goals.
    - Set the bar high and provide informational feedback on depth of learning, complex thinking, risk taking, and teamwork.
    - Encourage self-reflection (What have you learned? Done well? Need to improve?)
    - Content-area teachers should develop formative assessments that allow students to make their thinking visible and that provide evidence of the problem-solving and critical-thinking strategies students use to comprehend and construct meaning. These assessments can be used to make informed decisions about instructional practices, materials, and activities that will be more engaging for students.

2. Provide a positive learning environment that promotes students' autonomy in learning.
    - Allow student choice in some texts to read and writing activities.
    - Empower students to make decisions about topic, forms of communication, and selections of materials.
    - Provide complementary reading materials on the same topic as the textbook for the class. These materials can range from very easy to very challenging and help develop deeper background knowledge relevant to course content.

3. Make literacy experiences more relevant to students' interests, everyday life, or important current events (Guthrie, Wigfield, Metsala and Cox 1999).
    - Bridge activities outside and inside the classroom.
    - Find out what your students think is relevant and why and then use that information to design instruction and learning opportunities.

4. Build in certain instructional conditions, such as student goal setting, self-directed learning, and collaborative learning, to increase reading engagement and conceptual learning for students (Guthrie, and others, 1999; Guthrie, Wigfield and VonSecker 2000).
    - Make connections between disciplines, such as science and language arts, taught through conceptual themes.
    - Connections among strategies for learning, such as searching, comprehending, interpreting, composing, and teaching content knowledge.
    - Connections among classroom activities that support motivation and social and cognitive development.

328   Adapted from: Improving Adolescent Literacy: Effective Classroom and

329   Intervention Practices (Kamil, and others 2008)

330

331   Contributing to the motivation and engagement of diverse learners,

332   including English learners, is the teachers' and the broader school community's

333   open recognition that students' primary languages, dialects of English used in the

334   home, and home cultures are resources to value in their own right and also to

335   draw upon in order to build proficiency in English (De Jong and Harper 2011;

336   Lindholm-Leary and Genesee 2010). Teachers can do the following:

337   • Create a welcoming classroom environment that exudes respect for
338   cultural and linguistic diversity.

339   • Get to know students' cultural and linguistic backgrounds and how
340   individual students interact with their primary language, home dialect, and
341   home cultures.

342   • Include the primary language and home culture in instruction (e.g., through
343   bilingual education, showing students similarities and differences between
344   their primary language or dialect of English and the "Standard English" of
345   school, openly affirming students' primary languages or home dialect).

346   • Use complex texts that accurately reflect students' cultural, linguistic, and
347   social backgrounds so that students see themselves in the curriculum.

348   • Continuously expand their understandings of culture and language so as
349   not to oversimplify approaches to culturally and linguistically responsive
350   pedagogy. (For guidance on implementing culturally and linguistically
351   responsive teaching, see Chapters 2 and 9.)

352   Adolescent struggling readers often lack motivation to read, which impairs their

353   comprehension and limits their ability to develop effective reading strategies or to

354   learn from what they read. Thus their exposure to important content-area information,

355   world knowledge, and vocabulary is limited (Boardman, Roberts, Vaughn, Wexler,

356   Murray, and Kosanovich 2008). Most adolescents who struggle with reading do not

357   expect to do well in class, and often teachers do not expect them to do well either.

358   Many struggling adolescents lack confidence in their own ability and do not trust or

359   value their thinking. Teachers can identify these students' strengths through

360   discussions, surveys, and interviews, and by learning about their history with reading.

361   Getting to know an adolescent who is struggling with reading can help students have
362   a personal connection, which can make a difference in their response to school.
363   Understanding students' interests, strengths, and learning style preferences can help
364   a teacher know which type of instructional materials to use as a hook to motivate
365   students to engage in their own learning. Teachers can provide learning opportunities
366   for students to experience success, which can help build confidence in their ability to
367   read, write, and think. It is important to note that increasing students' reading
368   motivation does not singlehandedly improve reading skills. Attention to motivating
369   students should occur within the context of a comprehensive reading program in
370   which struggling readers are taught the necessary reading skills and strategies
371   (Boardman, and others 2008).
372   Many struggling readers at the secondary level need to focus on general
373   comprehension skills. (For secondary level students who need interventions in
374   decoding skills, see the section on Supporting All Learners/Foundational Skills of this
375   overview.) When using unaltered texts the teacher can:

376   • identify excerpts in a conceptual unit of study that address the most critical or
377   essential information that students need to understand annotating the excerpts
378   by highlighting key words, or clarifying key concepts, providing illustrations;
379   • provide interesting, concrete activities to front-load key content and functional
380   vocabulary in context, building conceptual understanding and background
381   knowledge;
382   • provide excerpts along with advanced organizers and meaningful questions for
383   students to answer using think aloud to model reading strategies and note
384   taking so that students learn reading skills to make sense of text and record
385   information; and
386   • encourage students to work collaboratively reading text excerpts in small
387   groups (Carr and Bertrando 2012).

388   ***Examples of School-Level Support***
389   Because struggling readers differ in both the degree and the nature of their
390   reading problems, their instructional supports need to vary in intensity and focus.

391   How schools operationalize this can vary, depending on the students' needs,

392   resources available, and instructional leadership. Some examples of schoolwide

393   systems for literacy instruction to support diverse learners include the following

394   (Torgesen, and others 2007).

395   • The special education teacher works with the general education teacher and

396   provides consultation, for example, in the form of resources or accommodations.

397   • The special educator and general educator collaborate, sharing strategies and

398   materials. The special educator may provide some direct instruction to the

399   student.

400   • The special and general educators co-teach, working together in the same

401   classroom to deliver instruction to a blended group of students.

402   • The ELA and science (or math, or social science) teachers collaborate in an

403   interdisciplinary approach. For example, the ELA teacher shares a research-

404   based strategy such as reciprocal teaching with the science teacher who

405   incorporates his/her expertise in science utilizing the strategy.

406   • Students who need it have an intensive reading class, beyond what is provided in

407   regular classes (National Association of State Boards of Education 2005).

408   • Intense, individualized tutoring is provided for students who struggle with

409   decoding and fluency or those who require short-term, focused help. This tutoring

410   could occur during or outside of the regular school day (Biancarosa and Snow

411   2006).

412   • Tiered interventions (RtI[2]) allow significant increases in intensity of instruction for

413   students based on their literacy needs. These tiered interventions allow for

414   adjustment in the amount of instruction time and the content's instruction (National

415   Association of State Boards of Education 2005).

416 **Meaning Making**

417   Meaning making is central in each of California's CCSS ELA/Literacy strands

418 in grades six through twelve. Reading standards for literature and informational text,

419 as well as reading standards for literacy in history/social studies and science and

420 technical subjects, require students to understand ideas and information from a range

421 of types of texts and media formats that are increasingly complex. Writing standards

422 require students to use evidence from texts they have read to present an argument,

423 explain and persuade. Speaking and listening standards require students to engage

424 in text-based discussions, and language standards require students to both clarify

425 and interpret nuances of the meaning of words they read. As students engage with

426 specific subject area disciplines, students are expected to learn from what they read

427 as texts become increasingly complex and academic.

428   Meaning making is also

429 emphasized in the CA ELD Standards,

430 particularly in the standards for the

431 Interpretive mode in Part I: Interacting in

432 Meaningful Ways, which focuses on

433 listening actively, reading closely and

434 viewing critically, evaluating how well

435 writers and speakers use language, and

436 analyzing how writers and speakers use

437 vocabulary and other elements of

438 language for specific purposes. The standards in Part II: Learning About How English

439 Works are also critical for building awareness and understanding of structures of the

440 English language that English learners need in order to make meaning of complex

441 academic texts.

442   It is important to scaffold students' learning—by modeling, and then supporting

443 and guiding students—to help them develop this key skill of making meaning

444 independently so that they can successfully use the information they garner from text.

445 For English learners, the CA ELD Standards provide guidance for providing this type
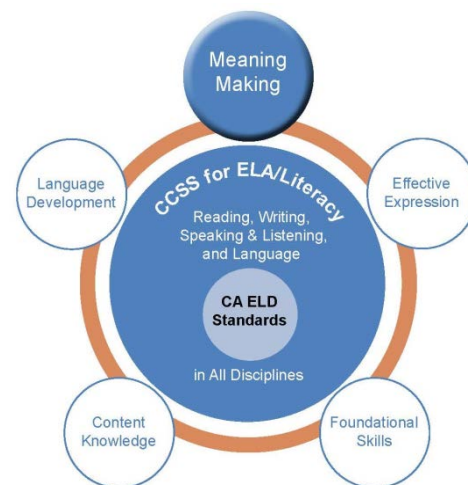
446   of scaffolding across English language proficiency levels (emerging, expanding,

447   bridging).

448   This section will touch on four topics that address meaning making: where this

449   concept is found in the *CA CCSS for ELA/Literacy and CA ELD Standards*;

450   aspects of *comprehending complex text*; the importance of *teaching reading*

451   *comprehension* strategies explicitly for students in grades six through twelve; and

452   the role of *questioning and making inferences* as a strategy for making meaning.

453   The explanations that follow are not exhaustive but simply a starting place for thinking

454   about meaning making in the middle and high school grades.

455   In grades four and five, students learned to draw evidence from the text to

456   support inferences (Reading Standard 1) as they demonstrate understanding of

457   text, as well as to summarize text (CCSS Reading Standard 2) and explain the

458   content of text (CCSS Reading Standard 3). They learned to make sense of

459   allusions and figurative language (RL/RI Standard 4), describe the overall

460   structure of a text or part of a texts (RL/RI Standard 5), and analyze different

461   points of view and accounts of the same event or topic (RL/RI Standard 6). In

462   research, fourth and fifth graders learned to interpret, use, and make connections

463   among and analyze different visual and multimedia elements and how they

464   contribute to meaning (RL/RI Standard 7), explain an author's use of evidence (RI

465   Standard 8), and compare and contrast texts with similar themes or on the same

466   topic and integrate information from different texts (RL/RI Standard 9). By grade

467   five, they read independently and proficiently texts at the high end of the grades 4-

468   5 text complexity band. They also learned to share meaning through writing,

469   communicating opinions, information, and stories with others (CCSS Writing

470   Standards 1-3) and through discussions and presentations (CCSS Speaking and

471   Listening Standards 1-6). And, they learned about oral and written language

472   conventions in order to more clearly convey meaning (CCSS Language Standards

473   1-6).

474   New to the grades six through twelve span in the **reading** strand, meaning

475   making now includes the following:

476   • Analyzing of text and citing evidence from the text with increasingly strong
477   support for the analysis; citing evidence to support analysis of primary and
478   secondary sources in history/social studies texts and to support analysis of
479   science and technical texts (RL/RI/RH/RST Standard 1)

480   • Summarizing text objectively; determining central ideas or information in
481   primary or secondary sources for history/social studies texts; determining
482   conclusions in science and technical texts (RL/RI/RH/RST Standard 2)

483   • Analyzing the content of text and connections within the text, including
484   steps in a process or procedure in history/social studies and science texts
485   (RL/RI/RH/RST Standard 3)

486   • Making sense of connotative, figurative, and technical meanings, as well as
487   understanding tone; determining and analyzing meaning of vocabulary in
488   specific to history/social studies, and symbols, key terms and other
489   domain-specific words and phrases in scientific and technical texts
490   (RL/RI/RH/RST Standard 4)

491   • Analyzing the structure of a text or texts, including text features in texts
492   across disciplinary domains (RL/RI/RH/RST Standard 5)

493   • Analyzing an author's development of different points of view in literary,
494   informational and historical texts; analyzing the author's purpose in
495   providing and explanation in scientific and technical texts (RL/RI/RH/RST
496   Standard 6)

497   • Analyzing connections among different visual and multimedia elements and
498   evaluating how various techniques contribute to meaning; integrating
499   quantitative and visual information in history/social studies and scientific
500   and technical texts (RL/RI/RH/RST Standard 7)

501   • Evaluating an author's reasoning and evidence in texts across disciplinary
502   domains (RI/RH/RST Standard 8)

503   •   Comparing, contrasting, and analyzing multiple presentations of a topic,

504   theme, information or findings across disciplinary domains (RL/RI/RH/RST

505   Standard 9)

506 In the **writing** strand, meaning making now includes the following:

507   •   Writing arguments, selecting relevant content in informative/explanatory

508   essays, and using language in more sophisticated ways to develop

509   narratives (CCSS Writing Standards 1-3)

510 In the **speaking and listening** strand, meaning making now includes the

511 following:

512   •   Analyzing and evaluating ideas presented orally and presenting claims and

513   findings orally (CCSS Speaking and Listening Standards 1-6)

514   See the section on Language in this Overview of the Span for language-

515 related meaning-making standards that are new to the six through twelfth grade

516 span.

517   The CA ELD Standards intersect with and amplify these CA CCSS for

518 ELA/Literacy. English learners in grades six through twelve explain ideas,

519 phenomena, processes and relationships based on close reading of texts, making

520 inferences and drawing conclusions (Part I, Standard 6). They evaluate and

521 analyze language choices, explaining how well writers and speakers structure text

522 and use language to present ideas and claims and to persuade the reader (Part I,

523 Standard 7) and explaining how a writer's or speaker's choice of phrasing or

524 words produces different effects on the audience (Part I, Standard 8). English

525 learners also express their ideas through writing and presenting (Part I, Standards

526 9-11) using a variety of grade-appropriate vocabulary (Part I, Standard 12), and

527 engage in collaborative discussions (Part I, Standards 1-3) while adapting their

528 language choices to various contexts (Part I, Standard 4). English learners do all

529 this by applying their understanding of how English works on a variety of levels:

530 how different text types are organized and structured to achieve particular social

531 purposes, how texts can be expanded and enriched using particular language

532 resources, and how ideas can be connected and condensed to convey particular

533 meanings (Part II, Standards 1-7).

534 ***Comprehending Complex Text***

535   In grades six through twelve, the CA CCSS for ELA/Literacy include use of a

536 blend of literature and informational texts. The CCSS for grades six through twelve

537 require students to engage with a range of text types and appropriate levels of text

538 complexity for the grade span; in high school the range requires a range of text types

539 and levels of text complexity that prepare students for the literacy demands of the

540 workplace and college-level reading. As discussed in Chapter 2, text complexity is

541 determined on the basis of quantitative and qualitative dimensions of the text as well

542 as on reader (including motivation, experiences, and knowledge) and task

543 considerations. All students should be provided the opportunity and the appropriate

544 differentiated instruction that best enables them to interact successfully with complex

545 text. Ample successful and satisfying experiences with complex text contribute to

546 middle school student's progress toward achieving the skills and knowledge required

547 of high school, college, and the workforce.

548   In terms of quantitative measures of complexity, suggested ranges of

549 multiple measures of readability for the grades six through eight complexity band

550 recommended by the CCSSO are provided in Figure 7.4 and suggested ranges of

551 multiple measures of readability for the grades nine through twelve complexity

552 band recommended by the CCSS are provided in Figure 7.5. These ranges

553 represent increased expectations for complex texts new to the CCSS. See

554 Appendix B of the CCSS for text exemplars at each grade level that meet these

555 text complexity guidelines.

556

557 Figure 7.4 Associated Ranges from Multiple Measures for the Grades 6-8 Text

Text Complexity Grade Bands	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
6-8	7.00-9.98	57-67	6.51-10.34	925-1185	7.04-9.57	4.11-10.66

558

559   Figure 7.5 Associated Ranges from Multiple Measures for Grades 9-12 Text

Text Complexity Grade Bands	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
9-10	9.67-12.01	62-72	8.32-12.12	1080L-1305L	8.41-10.81	9.02-13.93
11-CCR	11.20-14.1	67-74	10.34-14.2	1215L-1355L	9.57-12.00	12.30-14.50

560

561   Quantitative measures provide a first, broad—and sometimes inaccurate—

562 view of text complexity. Qualitative factors such as levels of meaning, structure,

563 language conventionality and clarity, and knowledge demands of the text are also

564 essential to consider. The complexity of a text for readers also relies upon their

565 motivation, knowledge, experiences, and the task in which students are expected

566 to engage with the text. Teachers play a crucial role in ensuring that all students

567 engage meaningfully with and learn from challenging text. They provide

568 strategically-designed instruction with appropriate levels of scaffolding, based on

569 students' needs and appropriate for the text and the task.

570   Comprehension of complex text is supported when students have strategies

571 that they can use to help them understand what they are reading, as discussed in the

572 next subsection, Teaching Comprehension Strategies.

573 ***Teaching Comprehension Strategies***

574   Most students demonstrate improved reading outcomes when they are taught

575 explicit reading comprehension strategies (Boardman, and others 2008). The goal of

576 teaching reading comprehension strategies is to help students become active readers

577 in charge of their own comprehension by providing students with tools that they can

578 use to help them make sense of what they read (Kosanovich, Reed and Miller 2010).

579 According to the National Reading Panel report (NRP 2000, as found in Boardman,

580 and others 2008), comprehension "involves complex cognitive processes that enable

581 the reader to gain meaning from the text and repair misunderstanding when they

582 occur". Successful readers monitor their own comprehension as they read and make

583 connections between the new information and prior learning including to other texts

584   they have read, knowledge and personal experiences (Boardman, and others 2008).

585   Students also use fix-up strategies, such as rereading or summarizing when text is

586   conceptually dense, challenging to understand, or not interesting to them (Kosanovich,

587   Reed and Miller 2010). When students have difficulty comprehending what they read,

588   it is critical for them to be able to access reading comprehension fix-up strategies

589   (Boardman, and others 2008). For students to self-correct they need to learn how to

590   monitor their own comprehension, be aware of their reading process, and most

591   importantly, have strategies that they can readily use and apply when text is difficult

592   for them to understand. In grades six through twelve, students benefit from repeated

593   exposure throughout the day to reading comprehension strategies interwoven with

594   subject-area content (Torgesen, and others 2007).

595   A panel of experts outlined the following recommendations for improving

596   adolescent reading comprehension in the Institute of Education Sciences (IES)

597   Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention*

598   *Practices* (Kamil, and others 2008).

599   • Provide explicit vocabulary instruction

600   • Provide direct and explicit comprehension strategy instruction

601   • Provide opportunities for extended discussion of text meaning and

602   interpretation

603   • Increase motivation and engagement in literacy learning

604   • Make available intensive individualized interventions for struggling readers

605   taught by qualified specialists

606   For students to master these strategies so that they become tools they can use

607   on their own, students need extended opportunities to see the teacher model the use

608   of a range of strategies with different types of texts and to practice using the

609   strategies in meaningful literacy activities. Strategies need to be demonstrated with a

610   range of genres including fiction, poetry, drama, nonfiction, historical fiction, and

611   informational texts, so students will see strategies applied in a variety of settings.

612   Explicit reading comprehension strategy instruction with think-aloud demonstrations

613   to show how to use the strategy during reading needs to include how to use the

614   strategy, an explanation of why it is helpful, and when it is the right strategy to use

615   (Torgesen, and others 2007).

616   Students need to engage in guided practice and receive feedback on how they

617   are using the strategies before they are asked to use the strategies independently.

618   For example, learning to summarize is a challenging skill that may need guided

619   practice and scaffolding for students to master. After a whole class demonstration of

620   finding the main idea of a paragraph, students working in cooperative small groups

621   can be supported when the teacher models how to use the strategy again with each

622   group and invites a discussion of how they will summarize the selected text. After

623   students work in small groups to practice the strategy, the next time the skill is

624   addressed the teacher may ask them to work in pairs. Finally, the teacher will ask

625   students to use the strategy on their own (Kamil, and others 2008).

626   It is important that students are taught a variety of different comprehension and

627   questioning strategies so they can develop a tool box of resources to use when a text

628   selection is hard to understand. Showing students they can use multiple strategies

629   with a single text passage is important so they develop the flexibility needed to move

630   back and forth between strategies when they are stuck. For example, a teacher might

631   illustrate both the skills of accessing prior knowledge as well as making connections

632   for one sample of text. A list of examples of research-based reading comprehension

633   strategies is included in Chapter 2.

634   It is important to carefully select the text to use when modeling a new

635   comprehension strategy so that it works well with the specific strategy being

636   introduced. Not all strategies work well with all texts. For example, finding the main

637   idea and supporting details may be more easily demonstrated with an informational

638   nonfiction text rather than a narrative fiction piece. When introducing a reading

639   strategy, a teacher might often select a text that is not as complex in order to model

640   use of the appropriate strategy, so that students can practice with an easier text while

641   they focus on mastering the skill. Once they understand the tools for engagement

642   and analysis, working with a more complex text can help them learn to apply their

643   newly learned strategy skills. Frontloading key concepts, vocabulary, information,

644   skills, and strategies prior to student practice is a critical way to help students
645   approach complex text.

646   It is also important that the text is appropriate for the students' reading level. In
647   middle school and high school this can be a challenge if there is a wide range of
648   readers in the class. Teachers need to support all students to read complex texts,
649   but this doesn't mean that beginning with a complex text to teach comprehension
650   strategies is always the best approach for all students. For some students, "ramping
651   up" to a complex text via increasingly challenging texts supports students' ability to
652   comprehend and interpret complex texts. The text needs to be easy enough to be
653   accessible for students to learn the strategy and how to use it. If the text is too
654   difficult they may devote more energy to comprehension and become frustrated or in
655   the worst case, shut down rather than focus on learning the new strategy being
656   presented. Utilizing UDL principles and technology to increase the accessibility of
657   the text and provide supports for readers struggling with difficult text will help
658   students engage in the text while learning strategies to increase their reading and
659   writing skills. (See chapter 9 for more information on UDL.) In a classroom with a
660   heterogeneous group of learners, it may be necessary to differentiate instruction so
661   that students are working with a range of text complexity and reading levels that are
662   appropriate for their level of comprehension development.

663   Providing direct and explicit comprehension strategy instruction is critical for
664   any student who struggles with reading, including English learners and students with
665   disabilities. As with all students, to prepare struggling readers for engagement with
666   complex text, teachers need to scaffold and model the use of a variety of strategies
667   appropriate for a given text. Based on students' needs the type of instruction and
668   level of scaffolding will vary. For example, readers might benefit from instruction that
669   builds background knowledge ahead of time and that provides support during and
670   after reading, for example: use of a graphic organizer while reading to help the
671   student analyze particular themes or components of the text; vocabulary preview
672   before reading the text to handle words and concepts that are critical for

673   comprehension; and analysis of text organization and language features after the

674   first reading of the text to provide reading support.

675   ***Questioning and Making Inferences***

676   Teachers use questions during instruction not only to monitor student

677   understanding, but also to empower students to use questions to navigate making

678   meaning of a text for themselves. Generating questions about text engages readers

679   because it motivates them to persist for more than just the teacher's purpose

680   (National Institute of Child Health and Human Development 2000). Higher level

681   critical thinking involves engaging students with what they are reading, along with

682   careful reading, analysis, and reflection. Teachers can ask questions before and

683   during reading to guide students as they interpret the meaning of text (Boardman,

684   and others 2008). They can also teach students to generate their own questions

685   about what they read before, during, and after reading by engaging them in

686   metacognitive conversations about how they are making meaning from what they

687   read. Different types of questioning can help students to clarify meaning, speculate

688   about text, analyze the author's perspective, focus on specific aspects of the text,

689   organize, elaborate, probe, sort and engage with different types of questions, such

690   as compare and contrast or cause and effect.

691   Middle and high school students may need assistance determining what

692   types of questions to ask themselves while they read. Students can learn how to

693   generate questions based on new information they read and, then determine if they

694   can answer their own question by applying that information or relating it to other

695   things they have read. Secondary students can be taught to participate in small

696   groups, generate questions as part of multiple-strategy instruction, and to wrap up

697   what they read by generating questions a "good teacher would ask" (Vaughn,

698   Klinger and Bryant 2001, 68). The wrap-up serves to help students identify and

699   understand the text's most important ideas (addressing CCSS Reading Informational

700   Text, Standard 2) helping students make significant progress in understanding text

701   and learning content.

702   Teachers can model the use of different types of questions and teach

703   students to engage in think aloud metacognitive conversations as a way to bring

704   questions to the text to help them figure out areas where understanding is

705   incomplete and strategies for clarifying confusion. Students ask questions in the

706   classroom, but teachers can train students to go beyond clarifying questions to ask

707   questions that engage critical thinking and analysis. For example, the concept of

708   "thin" and "thick" questions shows students that not all questions are the same and

709   that some will tap into more sophisticated complex levels of critical thinking than

710   others. Thin questions are literal, recall questions whose answers are provided in the

711   text. Thick questions require student readers to go beyond the text and speculate,

712   hypothesize, or make inferences (Lewin 2010). Using Bloom's taxonomy, students

713   can learn to identify different types of questions, ranging from questions that pull

714   facts and information from the text (level I) to questions that ask the reader to

715   analyze, and examine the information in the text by understanding what is missing or

716   implied (level II), and questions that reflect on the author's point of view or offer a

717   different perspective on the topic (level III) (Bloom 1956)[2].

718

Snapshot 7.1 Using Bloom's Taxonomy: *Say, Mean, Matter*

In Mr. Phinizy's secondary class, the students are considering genre as a rhetorical choice, and have been asked to think about what might lead a writer to choose to work in fiction rather nonfiction—or vice versa—in order to communicate a particular message to a particular audience. The students are working with a paired selection in their textbook—an excerpt from *Silent Spring*, by Rachel Carson, and a short story entitled "If I Forget Thee, O Earth," by Arthur C. Clark. (*Silent Spring* documents the negative impact of pesticides. Written in 1962, the book is widely credited with bringing the environmental movement to mainstream American culture. "If I Forget Thee, O Earth" was written as a cautionary tale during the height of the cold war warning of the dangers of nuclear warfare.)

In small groups, students have mapped the shared characteristics of literary fiction and

---

[2] While both Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) provide descriptors for levels of cognitive complexity, they were developed separately for different purposes. See Chapter 1 for further discussion of DOK levels. See Hess (2013) for a comparison of Revised Bloom's Taxonomy and DOK. [Reference:] Hess, Karin. (2013) A Guide for Using Webb's Depth of Knowledge with Common Core State Standards. Common Core Institute.

literary nonfiction, as well as their distinctions; through small group and whole class discussion, authors' purposes and audience have been addressed.

After these initial explorations, Mr. Phinizy then encourages his students to move beyond literal-level thinking by utilizing a strategy entitled "Say, Mean, Matter" (Blau, 2003).

Students are asked to number the 23 paragraphs in the short story "If I Forget Thee O Earth," and then to chunk the text: where do you think the introduction to this story ends? Where is the middle where the important action unfolds? When do you think the story turns, and moves towards its conclusion?

In the left margin, Mr. Phinizy asks the students to work in pairs to find general agreement at where these markers fall. Then, in the three sections, Mr. Phinizy has his students annotate with the words, Say, Mean, and Matter. The discussion then proceeds in small groups where students discuss and decide, *What does this text say*? (level I). Here, students are encouraged to discuss and then write short, concise summaries in the margin. Next, "*What does this mean*?" (level II) which moves students into a more interpretative conversation. Finally, students ask and note, *Does this matter? How does this matter? Why does this matter?* questions that lead to more reflective conversation by extending the story beyond its boundaries and into more universal, thematic thinking (level III).

Related CA CCSS for ELA/Literacy: R.CCR.1, R.CCR.3, R.CCR.5

719

720   The SQP2RS strategy (Survey Question Predict Read Respond Summarize)

721 uses six steps to engage students in questioning and recognize what is and what is

722 not understood while reading text (Echevarria, Vogt and Short 2004).

723   1. Surveying or previewing a selection of text

724   2. Questioning: listing several questions that the reader thinks will be

725   answered in the reading

726   3. Predicting: listing a few items the reader thinks will happen in the reading.

727   4. Read the text selected

728   5. Responding: confirm predictions, answer questions posed earlier, discuss

729   the text in small groups or as a whole class

730   6. Summarizing either orally or in written form.

731   Another research-based strategy that can be used with any type of text is

732 Text Dependent Questions (Kilgo 2003). Text Dependent Questions encourages

733 teachers to be strategic about what happens before, during, and after reading.

734   Teachers must spend time analyzing the text and the questions related to the text to

735   help students interact with and use text in writing. Text Dependent Questions

736   developed by teachers and students can encourage close reading of text. Text

737   Dependent Questions:

738   • can only be answered with evidence from the text;

739   • can be literal (checking for understanding) but must also involve analysis,

740   synthesis, and evaluation;

741   • focus on word, sentence, and paragraph, as well as larger ideas, themes, or

742   events;

743   • focus on difficult portions of text in order to enhance reading proficiency; and

744   • can also include prompts for writing and discussion questions.

745   Students learn four types of Text Dependent Questions: Find It, Look Closer, Prove

746   It, and Take It Apart. The four types of questions can serve as a shared language for

747   students and teachers to talk about questioning practices and, when necessary,

748   make explicit the processes underlying reading and listening comprehension. Some

749   question types are considered higher level because they require students to

750   synthesize information to produce an answer or make complex inferences. Teachers

751   must include opportunities for students to deeply process information and relate it to

752   their prior knowledge (Pressley, Wood, and others 1992). Figure 7.6 (Kilgo 2003)

753   identifies each type of Text Dependent Question, a description, example questions,

754   and the CCSS Reading Standards for Literature and Informational Text to which

755   each type of question is aligned.

756

757   Figure 7.6 Text Dependent Questions

Text Dependent Question Type	Description of Question	Example Questions	CCSS
Find It	Most literal: requires reader to find explicitly stated facts and details in text that relate to the main idea.	Who is..? Where is…? What is..? When is..? When did..? How many..?	RL.1 RI.1
Look Closer	Literal: but requires searching in more than one place.	Compare and contrast… Explain… Summarize…	RL.2 RL.7 RL.9

		What do the facts or ideas show… How would you rephrase the meaning?	RI.2 RI.4
Prove It	Inferential: readers search for clues/evidence to support their answers (analyzing or evaluating information).	Identify main idea… Draw conclusions… Make predictions… Make inferences… What is the theme… What is the central idea…	RL.3 RI.3 RI.7 RI.8 RI.9
Take it Apart	Analyze text structure and organization	The first paragraph is important because… How has the author used the information (cause/effect, clues/evidence, chronological, etc.)? Why does the author use a chart, illustration… The author uses description to tell…give an example from the text.	RL.4 RL.5 RL.6 RI.4 RI.5 RI.6

758

759   Using questions to guide student thinking and understanding can help

760 students to learn to make inferences (Reading Standard for Literature 1, Reading

761 Standard for Informational Text 1), to integrate knowledge and ideas (Reading

762 Standards for Literature 7 and 9, Reading Standards for Informational Text 7, 8, and

763 9) and to further comprehension. Figure 7.7 lists types of inferences that skilled

764 readers use as they read. Teachers can help students form questions that elicit

765 these types of inferences, selected for appropriateness to the text type.

766

767   Figure 7.7 Making Inferences from Text

Teaching students to "read between the lines" or to make inferences involves practicing with short examples and posing questions for students to answer. For example, a passage of text describes a boy walking into a room and finding a fishbowl on the floor with water spilled and the cat licking its paws. What do you think happened? By asking students to make a guess using clues from the reading, they are creating inferences. Kylene Beers (2003) identifies 13 inferences that skilled readers use as they read.

1. Recognize pronoun antecedents
2. Use context clues to figure out the meanings of unknown words
3. Understand the grammatical role of unknown words
4. Recognize character tone
5. Identify the beliefs, personalities, and motivations of characters
6. Understand character relationships
7. Provide setting details
8. Provide explanations for events and ideas in the text
9. Offer details or their own explanations of events in the text
10. Understand the author's point of view
11. Recognize the author's bias
12. Relate the text to events in their own lives
13. Construct conclusions based from the facts in the text

768

769

770 **Language Development/Academic Language**

771   To reach college and career readiness by the time they graduate high school,

772 students in grades six through twelve need to have a comprehensive understanding

773 of and facility using academic language across disciplines. They need to understand

774 how the structure of language and organization of texts differ across academic

775 disciplines and be able to analyze the structure and organization of a variety of texts,

776 as well as to apply and adapt language forms and features to express their own

777 ideas and construct arguments in academic contexts. This section describes the

778 standards that relate to academic language, highlights the importance of vocabulary

779 development, discusses the value of engagement with text through wide reading and

780 close reading of texts, and addresses the importance of teacher modeling and

781 student conversations. (Language conventions are addressed in the upcoming

782 section, Effective Expression.)

783   Academic language broadly refers

784 to the language used in academic texts

785 and settings, such as those found in

786 school. In order to achieve career- and

787 college-ready standards, students in

788 grades six through twelve need to

789 understand oral and written academic

790 language as well as use it appropriately in

791 their own writing and presentations. The

792 syntactic and organizational structures, as well as vocabulary, used in academic

793 language are different from those used in the everyday language of social settings

794 (including informal interactions in school); these structures and this vocabulary

795 must be learned. Some students in middle school and high school already have

796 awareness of academic language and when and how to use it; others, including

797 English learners and struggling readers, may need explicit instruction in academic

798 language in order to analyze academic texts and to know how and when to use

799 academic language rather than everyday language. Academic language shares

800   characteristics across disciplines, but is also highly dependent upon disciplinary

801   content. Thus, instruction in academic English in ELA and ELD classrooms will

802   benefit from collaborations among teachers across disciplines to address the

803   variations of language use and text structures in multiple subjects and text types.

804   (For more on the characteristics of academic English, see chapter 2 of this

805   framework and Appendix B of the CA ELD Standards.)

806   In grades four and five, students expanded their language development in

807   several ways. In the realm of vocabulary, they learned to use Greek and Latin

808   affixes and roots as clues to meaning (L.4-5.4b) and acquired and accurately

809   used grade-appropriate general academic and domain-specific words and

810   phrases that signal precise actions, emotions, or states of being (L.4.6) or signal

811   contrast, addition, and other logical relationships (L.5.6); they also learned how to

812   use a thesaurus (L.4-5.4c). They practiced expanding, combining, and reducing

813   sentences for meaning, reader/listener interest, and style (L.5.3a) in writing and

814   speaking, and used concrete words and phrases and sensory details in written

815   narratives and precise language and domain-specific vocabulary in

816   informational/explanatory writing (W.4-5.2b, W.4-5.2d, W.4-5.3d). Fourth and fifth

817   graders also had opportunities to differentiate between contexts that call for formal

818   English (e.g., presenting ideas) and situations where informal discourse is

819   appropriate (e.g., small-group discussion) (L.4.3c), as well as to compare and

820   contrast the varieties of English (e.g., dialects, registers) used in stories, dramas,

821   or poems (L.5.3b).

822   Both the CA CCSS for ELA/Literacy and CA ELD Standards for grades six

823   through twelve reflect the importance of students' continuing development of

824   academic language, and show how students' language skills increase in breadth

825   and complexity as they progress through the middle and high school grade spans.

826   The following academic language knowledge and skills are represented in the CA

827   CCSS ELA/Literacy standards for grades six through eight and nine through

828   twelve, and the CA ELD Standards across grades six through twelve.

829 **Grades 6-8**

830   **Understanding written texts**

831   • Students determine the meaning of words and phrases in texts, as well
832   as analyze their impact (RL/RI/RH/RST Standard 4).

833   • Students analyze how text structures and text features contribute to
834   the topics, meaning, and development of ideas (RL/RI/RH/RST
835   Standard 5).

836   **Producing written texts and oral presentations**

837   • Students use appropriate and precise written language to present and
838   support arguments, examine topics and convey ideas, and use
839   effective technique in narration; they establish and maintain a formal
840   style (W Standards 1-3, WHST Standards 1-2).

841   • Students use appropriate and precise language to plan and deliver
842   presentations that present claims and support arguments, examine
843   topics and convey ideas, and use effective technique in narration; they
844   adapt speech to a variety of contexts and tasks, including those calling
845   for formal English (SL Standards 4 and 6).

846   **Knowledge and use of standard English grammar and usage, and of**
847   **academic vocabulary**

848   • Students demonstrate command of conventions of standard English
849   grammar, usage, and mechanics, and use that knowledge when
850   writing, speaking, reading, or listening (L Standards 1-3).

851   • Students determine the meaning of words and phrases, as well as
852   analyze their origins and use; they accurately use grade-appropriate
853   general academic and domain-specific words and phrases (L
854   Standards 4-6).

855 **Grades 9-12**

856   **Understanding written texts**

857   •   Students determine the meaning of words and phrases in texts across
858   disciplines, including figurative, connotative, and technical meanings,
859   as well as analyze the impact of word choices on meaning and tone
860   and how an author refines the meaning of a term over the course of a
861   text (RL/RI/RH/RST Standard 4).

862   •   Students analyze how text structures and text features in a variety of
863   genres across disciplines (including workplace and public documents)
864   contribute to literary effects and aesthetic impact, development of
865   arguments, organization of explanations or analyses, and relationships
866   among concepts (RL/RI/RH/RST Standard 5).

867 **Producing written texts and oral presentations**

868   •   Students use precise and varied written language to develop and
869   support arguments, examine topics and convey ideas, and use
870   effective technique in narration; they establish and maintain a formal
871   style and objective tone appropriate to the discipline in which they are
872   writing (W Standards 1-3, WHST Standards 1-2).

873   •   Students use precise and varied language to plan and deliver
874   presentations that develop and support arguments, examine topics and
875   convey ideas, and use effective technique in narration or recitation;
876   they adapt speech to a variety of contexts and tasks, demonstrating a
877   command of formal English when appropriate (SL Standards 4 and 6).

878 **Knowledge and use of standard English grammar and usage, and of**
879 **academic vocabulary**

880   •   Students demonstrate command of conventions of standard English
881   grammar, usage, and mechanics, and use that knowledge when
882   writing, speaking, reading, or listening (L Standards 1-3).

883   •   Students determine or clarify the meaning of words and phrases,
884   choosing flexibly from a range of strategies, as well as analyze their
885   origins and use; they accurately use grade-appropriate general

886   academic and domain-specific words and phrases at the college and

887   career readiness level, and demonstrate independence in gathering

888   vocabulary knowledge relevant to comprehension and expression (L

889   Standards 4-6).

890   All the CA ELD Standards center on building English learners' proficiency in

891   the rigorous academic English language skills necessary for participation in and

892   achievement of grade-level content. For example, the Collaborative strand focuses

893   on students engaging in discussions on a variety of academic topics, while adapting

894   language to various contexts based on task, purpose, audience, and text type (ELD.

895   PI.1-4). The Interpretive strand requires students to interpret, analyze, and evaluate

896   oral and written academic texts (ELD.PI.5-8). The Productive strand requires

897   students to express ideas orally and in writing on academic topics, selecting and

898   applying vocabulary and language structures effectively (ELD.PI.9-12). The ELD

899   Standards also focus on students' abilities to analyze and apply knowledge of

900   vocabulary and linguistic structures in a variety of academic texts and topics (ELD.

901   PII.1-7).

902   *Vocabulary*

903   The treatment of vocabulary in the CA CCSS for ELA/Literacy is based on a

904   model for conceptualizing categories of words into levels, or tiers, that differ in

905   commonality and applicability (Beck, McKeown and Kucan 2013). (See CCSS

906   Appendix A, 2010, 33-35 for further details on how these tiers of words are

907   referenced in the ELA /Literacy standards and examples of how they appear in

908   context.)

909   • **Conversational (Tier One)** words are the most frequently occurring words

910   with the broadest applicability. Most secondary students will have fully

911   acquired conversational vocabulary during the elementary grades, although

912   English learners in grades six through twelve at earlier acquisition stages may

913   need explicit instruction in these words.

914   • **General academic (Tier Two)** words are new labels for familiar concepts

915   with nuanced meanings in more "academic" texts (e.g., *reluctance, consider*).

916   They are "general" academic terms because they are found in academic texts
917   across disciplines. These words are likely to appear in many types of texts
918   and academic contexts, including debates, speeches, and collaborative
919   discussions about content, and warrant substantial instructional attention.
920   • **Domain-specific (Tier Three)** words are the least frequently occurring, with
921   the narrowest applicability. These words represent new concepts and new
922   labels for these concepts (e.g., *glaciation, constitutional*). They are termed
923   "domain" specific because they are generally found in one particular discipline
924   and – importantly – carry the content meaning of topics in that discipline.
925   Crucial for knowledge acquisition in the content areas, these words are
926   typically taught in the context of a discipline. Both texts and teachers provide
927   definitions, explanations, and examples of the meanings of domain-specific
928   words in ways that are directly connected to the development of disciplinary
929   knowledge. The words are used repeatedly, and there is often additional
930   support for understanding, such as when a diagram accompanies a word,
931   when it appears in a glossary, or when teachers take the time to expand on
932   the meaning of words and their relationship to other domain-specific words.
933   Standards related to vocabulary that are new to the grade span are presented
934   in the grade level sections.
935   Research indicates that not all secondary students have the depth and
936   breadth of vocabulary knowledge necessary to succeed in their content-area classes
937   (Kosanovich, Reed and Miller 2010; Nagy and Townsend 2012). At the same time,
938   research shows that teachers can improve students' knowledge and use of
939   appropriate levels of academic vocabulary through explicit instruction (Kamil, and
940   others 2008; Kosanovich, Reed and Miller 2010). Thus, a targeted and purposeful
941   focus on vocabulary in all content areas is crucial.
942   The following research-based strategies are recommended for teaching
943   vocabulary to adolescents:
944   • Dedicate a portion of the regular classroom lesson to explicit vocabulary
945   instruction (Kamil, and others 2008).

946   • Provide new vocabulary in combination with hands-on experiences to link the

947   term to students' background knowledge (Cromley and Azevedo 2007;

948   Kosanovich, Reed and Miller 2010).

949   • Use repeated exposure to new words in multiple oral and written contexts and

950   allow sufficient practice sessions (Graves 2006; Kamil, and others 2008).

951   • Give sufficient opportunities to use new vocabulary in a variety of contexts

952   through activities such as discussion, writing, and extended reading (Graves

953   2006; Kamil, and others 2008).

954   • Provide students with strategies to make them independent vocabulary

955   learners (Graves 2006; Kamil, and others 2008).

956   • Provide explicit instruction of the vocabulary needed to understand a

957   specific text or content area by offering simple definitions prior to reading,

958   generating examples and non-examples, or creating semantic maps that

959   contain word families or list multiple uses of a target word (Boardman, and

960   others 2008). Explicit instruction of key words increases both vocabulary

961   and reading comprehension and is especially effective for students with

962   disabilities (Bryant, Goodwin, Bryant, and Higgins 2003; Jitendra, and

963   others 2004; as cited by Boardman, and others 2008).

964   For English learners whose native language is Latin based, cognates are a

965   linguistic resource for vocabulary development. Cognates are words in two or more

966   different languages that are the same or similar in sound and/or spelling and that

967   have similar or identical meanings. For more information on leveraging students'

968   cognate knowledge for learning English and developing biliteracy, and for cognates

969   in multiple languages, see chapter 2.

970   Another important strategy for students to gain academic vocabulary is

971   through wide reading, discussed in the next section.

972   ***Engaging with Texts: Wide and Deep Reading of Grade-Level Texts***

973   Starting in third grade, and continuing through middle and high school,

974   extensive reading is an important source of new vocabulary (Nagy and Anderson

975   1984), as well as providing students exposure to a range of text types,

976   information, and ideas. Students in grades six through twelve are expected to be

977   able to read an increasing amount of informational texts, including literary

978   nonfiction and informational/expository texts across content areas. Students need

979   to read a wide variety of literature and informational texts for ELA/ELD classes, as

980   well as a variety of informational and technical history/social studies and science

981   texts. Genres of literature include fiction, poetry, and drama; genres of literary

982   nonfiction include essays, speeches, opinion pieces, biographies, journalism, and

983   historical, scientific, or other documents written for a broad audience. All students

984   need to engage with grade-level complex text; struggling readers and English

985   learners will need scaffolding to interpret and respond to texts above their reading

986   level.

987   To ensure wide reading at the high school level, and to include a variety of

988   nonfiction texts in the range of students' reading ability, ELA teachers need to

989   both consult and/or collaborate with teachers in other disciplines to develop cross-

990   disciplinary reading lists in a variety of genres, and to incorporate nonfiction texts

991   into their own ELA course curriculum. Below are three of the most common

992   curricular structures currently informing the organization of California's literature

993   programs and anthologies, exemplifying various ways in which existing ELA

994   curricula might effectively integrate nonfiction text.

995   **Chronological Organization:** Common to courses such as "American

996   Literature" or "British Literature," this approach to the study of literature is

997   driven by historical and literary sequence. The integration of literary

998   nonfiction and informational text in these curricula includes examination of

999   themes such as period background, political and religious texts, and

1000   explanations of changing content and style. The historical or survey nature

1001   of this form of literary study lends itself quite readily to increased integration

1002   of nonfiction text. Among other examples are: articles about the

1003   development English language over the centuries; reviews of published

1004   texts that reflect evolving literary tastes; and essays about the influence of

1005   periods and authors on other periods and authors.

1006   **Thematic Organization:** This form of literary study clearly affords ELA

1007   instructors many opportunities to introduce informational text and literary

1008   non-fiction. In a unit titled "Search for Self," for example, students may read

1009   poetry by Langston Hughes, drama by Sophocles, and short fiction by

1010   Sandra Cisneros, all of which might be complemented with the reading of

1011   articles by the scientist Loren Eiseley, the psychologist Abraham Maslow,

1012   the philosopher Rene Descartes, or the theologian Thomas Aquinas. In a

1013   unit on "Justice and Compassion," students might read the non-fiction

1014   works of Michael Josephson or Lawrence Kohlberg and Carol Gilligan

1015   while studying the drama and fiction of literary artists such as William

1016   Shakespeare, Chinua Achebe, and Harper Lee.

1017   **Organization by Genre:** This structure is typical in the early years of

1018   secondary literary study. Many grade nine anthologies, for example,

1019   present poetry, short fiction, drama, and the novel as discrete forms with

1020   genre-specific terminology and reading strategies. Such an organization

1021   can make program-wide or year-long integration of nonfiction challenging.

1022   One option would be to include a unit devoted exclusively to the study of

1023   nonfiction, one which focuses on rhetorical strategies and features such as

1024   tone, syntax, organization. Another option might involve an outside or

1025   independent reading component, one which would allow students to

1026   research and read nonfiction works of varying lengths that are in some way

1027   related to core literary texts. For example, during a unit on *Romeo and*

1028   *Juliet*, students may choose to read about and then present on Elizabethan

1029   family structures, gender constructs during the English Renaissance, or

1030   16th century ideas regarding fate and free will. During a unit on *The Great*

1031   *Gatsby*, students may choose to read articles or texts about 1920's fashion,

1032   politics, or economics.

1033   Providing opportunities for students to engage in extended periods of

1034 structured independent reading of self-selected challenging books, accompanied

1035 by supported, individualized reading instruction can have a positive effect on

1036   reading achievement (Reis, Eckert, McCoach, Jacobs & Coyne, 2008; Taylor,

1037   Frye, & Maruyama, 1990). It is important to note that when planning an

1038   independent reading component, students are taught how to select appropriate

1039   leveled books that are interesting to them and the teacher provides guidance that

1040   incorporates differentiation. (See chapter 3 for more information on wide reading,

1041   independent reading, and planning an independent reading program.). The

1042   following snapshot shows how one teacher provides specific supports and

1043   modeling for her students to engage in wide reading independently.

1044

Snapshot 7.2 Grades Nine through Twelve, Independent Reading

Mrs. Berryman understands how fundamentally important reading widely and well is for her students, and she takes seriously the note on the range and content of student reading in the College and Career Readiness Standards for reading (NGA/CCSSO 2010, 10) that specifies that students "acquire the habits of reading independently and closely, which are essential to their future success." Working closely with the school librarian and her colleagues in the English Department, Mrs. Berryman has created an independent reading list from which her students are encouraged to select and read, based on a purpose for reading the students have defined for themselves. At the beginning of the school year, Mrs. Berryman devotes 50 minutes—two days with 25 minutes of reading time—to independent reading; in addition, she expects—at minimum—an additional 150 minutes (30 minutes per night, 5 nights per week) of reading outside of class. It is homework, and although she conducts this homework assignment on the honor system, she checks in with each student frequently to see how the reading is going, whether or not they are enjoying their book, what page they are on this week, and to help her students set reading goals for the future.

All of Mrs. Berryman's students are expected to complete a minimum of one book per quarter; she helps her students calculate their natural reading speed and then to work through the math to see that four books per year is an accessible goal for almost all high school students who read 200 minutes per week. Mrs. Berryman goes so far as to have students track their time utilization, minute by minute, for one full week, and then she assists them in finding the available minutes for reading outside of class and to reach their goals.

Mrs. Berryman helps her students select books that are appropriate in terms of

---

difficulty and content, and meet their purpose for reading, for example, for pleasure, to learn more about a topic or time period, or to broaden their understanding of studies in another class, such as science or history. She also encourages her students to talk to one another about the books they read. Finally, all students are expected to write brief book reviews on a classroom blog, building a rich resource that classmates can read for books to read (and to avoid).

All of this reading and sharing is done in a light-hearted, enthusiastic, but matter-of-fact manner. When the students settle in to read, Mrs. Berryman conferences with two to four students each session to ensure students are comprehending what they are reading and to clarify any difficult vocabulary. Throughout these individual conferences, Mrs. Berryman is able to gather information to help students make appropriate reading selections. At the end of the 25 minutes, Mrs. Berryman shares a passage from the book she is reading, and invites the students to do the same: passages that are beautiful, or terrifying, or confusing, or profound, or hilarious—all have a place in this text- and language-rich classroom.

Related CA CCSS for ELA/Literacy: RL.9-10.10, RL.11-12.10, RI.9-10.10, RI.11-12.10, RH.9-10.10, RH.11-12.10, RST.9-10.10, RST.11-12.10

1045

1046   *Teacher Modeling and Time for Student Conversations*

1047   Teachers create language-rich environments for students. They model use of

1048 academic vocabulary and varied sentence structures as they interact with students,

1049 deliver instruction across the curriculum, and discuss behavioral expectations in the

1050 classroom. They also ensure that students have many opportunities to explore and

1051 use the academic language they are learning. They engage students in structured as

1052 well as informal academic conversations with partners, in small groups, and in large

1053 groups. Instructional routines guarantee equitable participation. Crucial for all

1054 learners, but especially English learners, is an atmosphere of respect for all students'

1055 efforts to communicate their ideas. See chapter 2 for a description of several formats

1056 appropriate for the six through twelve grade

1057 span that ensure all students will contribute.

1058 Chapter 2 also includes a discussion of

1059 grouping strategies to ensure equitable

1060 participation among students with different linguistic and academic characteristics.

1061 **Effective Expression**

1062 The development of effective communication skills is one of the hallmarks of

1063 the CA CCSS for ELA/Literacy and the CA ELD Standards. This section provides a

1064 brief overview of writing, discussing, presenting, and language conventions for the

1065 grade span.

1066 *Writing*

1067 In grades four and five, students improved their writing skills, writing multiple-

1068 paragraph texts (W 4), logically grouping ideas in written work to effectively convey

1069 opinions and information (W 1-2). They drew evidence from literary or informational

1070 texts to support analysis, reflection, and research (W 9), paraphrasing information

1071 from sources (W 8) and using quotations in informative/explanatory text (Writing

1072 Standard 2). Fourth and fifth grade writing skills also included formatting (such as

1073 headings) and using multimedia in written work to aid comprehension (W 2),

1074 producing writing appropriate for the audience (W 4), and using the Internet to

1075 produce and publish writing and to interact and collaborate with others (W 6).

1076 As students advance through the middle school grades, they become

1077 increasingly effective at expressing themselves through different genres of writing. In

1078 grades six through eight, they build on previous learning to write more complex and

1079 cohesive texts of different types for various purposes (Writing Standards 1-3 for

1080 Grades Six, Seven, and Eight). They develop and organize their writing in a way that

1081 is appropriate to the task, purpose, and audience (Writing Standard 4 for Grades

1082 Six, Seven, and Eight). They engage in revising, editing, and publishing their writing

1083 (Writing Standards 5 and 6 for Grades Six, Seven, and Eight). They write routinely

1084 over extended and shorter time frames for a range of discipline-specific tasks,

1085 purposes, and audiences (Writing Standard 10 for Grades Six, Seven, and Eight).

1086 New to the grades sixth through eight span are:

1087 • Writing arguments that introduce a claim or claims, and supporting those

1088 claims with clear reasons and relevant evidence. Arguments differ from the

1089 opinion writing students were engaging in during grades three through five in

1090   that arguments involve research and citing credible sources, logical

1091   reasoning, and consideration of opposing or alternate claims (W Standard 1).

1092   •   Writing informative/explanatory essays that introduce a topic or thesis

1093   statement, and then develop that topic/statement with information and

1094   examples that have been analyzed and carefully selected for relevance, using

1095   appropriate organizational strategies (W Standard 2).

1096   •   Writing narratives with more complex structures, such as multiple points of

1097   view or multiple plot lines, using a variety of techniques to ensure sequences

1098   of events build on one another to create a coherent whole (W Standard 3).

1099   •   Writing argumentative and informative texts within specific content areas

1100   (WHST Standards 1-2). The Writing standards for Literacy in History/Social

1101   Studies, Science, and Technical Subjects describe what students need to be

1102   able to do to tailor their writing to each discipline; in the Literacy standards,

1103   narration is expected as a strategy within an argumentative or informative

1104   text, rather than as a separate text type. For example, students might supply

1105   an anecdote which supports an argument or a well-developed set of

1106   instructions in an informative piece (see note for WHST Standard 3).

1107   •   Writing a balance of texts that parallels that assessed on the National

1108   Assessment of Educational Progress (NAEP): in middle school, 35 percent of

1109   student writing should be to write arguments, 35 percent should be to

1110   explain/inform, and 30 percent should be narrative (a slight increase in

1111   argument writing and a slight decrease in narrative writing from elementary

1112   requirements).

1113   Writing is of crucial importance in college and career readiness. In the 2002

1114 study *Academic Literacy: A Statement of Expected Competencies of Students*

1115 *Entering California's Public Colleges and Universities*, college faculty assert that

1116 incoming students must be able to demonstrate clear thinking through clear

1117 writing; writing is routinely assigned "to help students engage critically and

1118 thoughtfully in course readings, to demonstrate what students understand from

1119 lectures, to structure and guide their inquiry, to encourage independent thinking,

1120   and to invite students into the ongoing intellectual dialogue that characterizes

1121   higher education" (5). Therefore, throughout high school, and especially in grades

1122   eleven and twelve, students must engage in writing in every course, and receive

1123   writing instruction that strengthens their ability to generate ideas for writing based

1124   on their reading, observations, and personal experiences. Cross-curricular writing

1125   tasks should require students to analyze, synthesize, and conduct research to

1126   build and present knowledge. Furthermore, students must learn how to critically

1127   view their own writing, to see where the focus and the controlling idea might be

1128   strengthened, to improve support and organization, and to edit or proofread text

1129   for correctness for logical progression and connection of ideas, syntax, grammar,

1130   punctuation, and spelling.

1131   Writing is important for all students, not only for those who are headed off

1132   to college immediately after graduation. For example, as part of the application

1133   process for the California Highway Patrol, candidates must take an exam that

1134   consists of both a multiple choice section that measures specific elements of

1135   writing, and an essay that is graded on a familiar six-point rubric; in other words,

1136   to become a member of the highway patrol, applicants must be able to write

1137   clearly (Gallagher 2011). The National Commission on Writing (2004) reports that

1138   "eighty percent or more of companies found in the services, insurance, and real

1139   estate sectors, the corporations with greatest growth potential, assess writing

1140   during hiring" (pg 3).

1141   As students advance through high school, they become increasingly

1142   effective at expressing themselves through different genres of writing and

1143   supporting their ideas with textual evidence and research. In grades nine through

1144   twelve, they build on previous learning to develop arguments, ideas, and

1145   descriptions in more complex and cohesive texts of different types for various

1146   purposes (Writing Standards 1-3 for Grade spans 9-10 and 11-12). As noted in

1147   chapter 7, secondary students are also expected to demonstrate their ability to

1148   write argumentative and informative texts within specific content areas. The

1149   Writing standards for History/Social Studies, Science, and Technical Subjects

1150   offer teachers in those areas precise elements to build into their instruction as

1151   students tailor their writing to each discipline. As was the case in sixth through

1152   eighth grade, there is a separate focus on writing narratives in English Language

1153   Arts (Writing Standard 3 for Grade spans 9-10 and 11-12); however, for the other

1154   subjects, narration is expected *as a strategy within an argumentative or*

1155   *informative text.* By itself, recounting a sequence of events does not adequately

1156   address the writing standards outside of English. Rather, students are expected to

1157   supply, for instance, an anecdote which supports an argument or a well-

1158   developed set of instructions in an informative piece (see note re: WHST

1159   Standard 3).

1160   Writing Standard 10, Range of Writing, requires that California high school

1161   students write regularly and routinely, over extended periods of time — not only

1162   for research, but also for reflection and revision. Students must be allowed time to

1163   explore the contours of their own thinking, and to engage their imaginations; to

1164   that end, their writing must take a variety of forms — both formal and informal —

1165   that is shaped for particular tasks, audiences and purposes (Writing Standard 4

1166   for Grade spans 9-10 and 11-12). Writing processes, rhetorical modes, and

1167   writing strategies must be explicitly taught, alongside instruction in language

1168   usage, sentence formation, grammar, and punctuation. A multi-layered, multi-

1169   dimensional program in writing across the content areas and in the English

1170   Language Arts classroom is mandated by the standards.

1171   There are four specific expectations that are unique to writing in the high

1172   school grades:

1173   •   Rather than simply stringing together a handful of details, high school

1174   students are expected to group their several details into major sections

1175   and provide appropriate transitions that signal a substantial shift in the way

1176   the composition will address the central thesis. In narrative writing, this is

1177   demonstrated by consciously building each event upon the previous one

1178   to maintain a consistent trajectory from beginning to end. (Writing

1179   Standards 1c, 2c, and 3c for Grade spans 9-10 and 11-12)

1180   •   For argumentative writing, counter-arguments must meet the same
1181   expectations as the writer's principal arguments. Counterclaims must be
1182   presented with supporting evidence and developed fairly, even as the
1183   writer builds a counterargument that ultimately supports his/her thesis.
1184   (Writing Standard 1b for Grade spans 9-10 and 11-12). Moreover, while
1185   opposing views must be acknowledged beginning in Grade 7 (Writing
1186   Standard 1a), in high school, mere acknowledgement isn't enough. There
1187   must be a substantial treatment of alternate points-of-view.

1188   •   Students' prose should actively engage the reader emotionally. In high
1189   school, writers are expected to develop a sense of style along with their
1190   ability to organize content. In ninth and tenth grade, informative texts
1191   establish the significance of the topic while an objective tone is maintained
1192   (Writing Standards 2e and 2f), while narrative events must show cohesion
1193   as well as a steady progression towards a resolution (Writing Standard
1194   3c). In the upper grades, the sense of "importance" in the writing evolves
1195   into more dynamic tools for engaging the reader such as the use of
1196   rhetorical devices (Writing Standard 1c for Grades 11-12), figurative
1197   language (Standard 2d), and an active, conscious development of tone
1198   (Standard 3c).

1199   •   Writing a balance of texts that parallels that assessed on the NAEP: in
1200   high school, 40 percent of student writing should be to write arguments, 40
1201   percent should be to explain/inform, and 20 percent should be narrative (a
1202   slight increase in both argument and informative writing and a decrease in
1203   narrative writing from middle school requirements).

1204   Opportunities to discuss the author's craft as well as to read exemplary texts,
1205 including multimedia formats, contribute to students' development as effective
1206 writers. Sharing a variety of high quality literary and informational texts, including
1207 digitized texts, and modeling the writing of arguments, informative/explanatory texts,
1208 narratives, and research reports must occur regularly. Being literate in the 21st
1209 century extends beyond being able to synthesize and read text to include a wide

1210 variety of media – such as video, audio, and still images. As students transition to

1211 and progress through high school, they need increased exposure and opportunity to

1212 master multimedia tools. Web 2.0 tools can offer challenges to motivate students to

1213 participate and share their writing. Online writing communities offer students

1214 opportunities to explore and establish supportive peer groups, allowing them to

1215 match their talents with others with similar interests and abilities (Olthouse and Miller

1216 2012). Teachers can match appropriate web-based writing tools to their students'

1217 unique interests and needs.

1218   All students, especially English learners, benefit from a focus on making

1219 choices about how to use language in their writing for clarity, preciseness, and

1220 variety, adapting their choices to be appropriate for the task, purpose, and audience.

1221 For example, students learn to express attitudes and opinions or temper statements

1222 with nuanced modal expressions (ELD.PI.11b), use grade-appropriate general

1223 academic words and domain-specific words and phrases (ELD.PI.12a), and use

1224 knowledge of morphology (e.g., select prefixes and suffixes) to manipulate language

1225 for accuracy of vocabulary and sentence structure (ELD.PI.12b). As do all students,

1226 English learners in high school work their way towards fluency and proficiency in

1227 English by becoming increasingly conscious about how and why they manipulate

1228 language. In other words, they deliberately employ complex language structures in

1229 order to illustrate how they are synthesizing several ideas and pieces of information

1230 at once – a hallmark of college and career readiness.

1231 ***Discussing***

1232   Collaborative discussions at all grade levels are a focus of both the CA

1233 CCSS for ELA/Literacy and the CA ELD Standards. In the fourth and fifth grade

1234 span, students developed skills in discussing texts and grade-level topics,

1235 carrying out assigned roles (SL Standard 1b) and responding to specific questions

1236 to clarify, follow up or otherwise contribute to discussions (SL Standard 1c). They

1237 practiced reviewing the key ideas expressed in discussions and drawing

1238 conclusions (SL Standard 1d) as well as paraphrasing and summarizing in text

1239 read aloud or information presented in diverse media and formats (SL Standard

1240   2). By the end of grade five students could identify reasons and evidence provided

1241   by speakers or media sources for particular points, and identify and analyze any

1242   logical fallacies (SL Standard 3). They also learned to differentiate between

1243   contexts that call for formal English (e.g., presenting ideas) and situations where

1244   informal discourse is appropriate (e.g., small-group discussion) (SL Standard 6).

1245   The speaking and listening standards for grades six through twelve build on

1246   these skills, requiring students to continue engaging in collaborative discussions (one

1247   on one, in groups, and teacher led) and to learn to both express their own ideas

1248   clearly and to be able to build on others' ideas as they participate in the discussion.

1249   Students are asked to come to discussions prepared by having read the required

1250   material and to contribute by posing questions, responding to others' questions, and

1251   commenting with relevant evidence, observations, and ideas. Concepts and skills that

1252   are new to the span include the following:

1253   **Grades 6-8**

1254   • For collaborative discussions, tracking progress toward specific goals and

1255   deadlines, and defining individual roles as needed (SL Standard 1b)

1256   • Acknowledging new information expressed by others and modify their own

1257   views (SL Standard 1d)

1258   • Analyzing the purpose of information presented in diverse media and

1259   formats (SL Standard 2)

1260   • Delineating a speaker's argument and specific claims (SL Standard 3)

1261   **Grades 9-12**

1262   • For collaborative discussions, working with peers to promote civil,

1263   democratic discussions and decision-making, and setting rules such as

1264   taking votes on key issues and presentation of alternative views (SL

1265   Standard 1b)

1266   • Responding thoughtfully to diverse perspectives and synthesizing a variety

1267   of views expressed on an issue (SL Standard 1d)

1268   •   Integrating multiple sources of information presented in diverse media

1269   formats (SL Standard 2)

1270   •   Evaluating a speaker's point of view, reasoning, and use of evidence and

1271   rhetoric (SL Standard 3)

1272   The CA ELD Standards amplify this focus on discussion and collaborative

1273 conversations—about content and about language—throughout both Parts I and II. In

1274 grades six through twelve, English learners are expected to interact in meaningful

1275 ways through collaborative discussions on a range of social and academic topics,

1276 offer and justify opinions, and persuade others in communicative exchanges. For

1277 example, the CA ELD Standards call for English learners to contribute meaningfully in

1278 collaborative discussions with a variety of audiences (e.g., whole class, small group,

1279 partner), adding relevant information (ELD.PI.1). When engaged in conversations

1280 with others, they negotiate with or persuade others using a variety of phrases (e.g., "I

1281 heard you say X, and that's a good point. I still think Y though, because …"), and they

1282 learn to shift registers, adjusting and adapting their language choices according to

1283 purpose, context, task, and audience (ELD.PI.4).

1284   Engaging students in meaningful discussions starts with ensuring students

1285 have intellectually rich things to talk about and are supported to share their ideas in

1286 respectful and increasingly academic ways. Discussions can help students to

1287 become more aware of their own cognitive processes and engage them with text as

1288 teachers provide "opportunities for extended discussion of text meaning and

1289 interpretation" (Kamil, and others 2008, 9) Best practices suggest that teachers

1290 prepare for discussions by developing stimulating questions, ask follow up questions

1291 to probe and extend the conversation, provide a format for students to follow when

1292 working in small groups, and develop and practice using a specific discussion

1293 protocol (Kamil, and others 2008). When students are hesitant to engage in a group

1294 discussion, using a protocol or structure can help them to participate. It is essential

1295 that the teacher has created a supportive environment in the classroom by modeling

1296 an acceptance of diverse perspectives and minimizing criticism and negative

1297 feedback on participants' contributions (24).

1298   Along with speaking skills, students need to cultivate listening skills to build
1299   knowledge and understanding at a deeper level. Technology can be a great tool to
1300   present information in audio formats such as speeches. Audio files have incredible
1301   value for speaking because without visual representation, students have to pay
1302   attention to the type of speech being delivered. Students can ponder about the
1303   purpose of the speech; to inform, persuade, entertain, or instruct and discuss where,
1304   when, and to whom it was delivered, while accessing its primary source (American
1305   Rhetoric, Top 100 speeches of the 20th Century).
1306   Engaging students in meaningful discussions about text and content is a
1307   critical skill for all students, but particularly for struggling readers and English
1308   learners. Particularly in the middle and high school grades when students tend to
1309   have a very social orientation, discussions can engage students in otherwise dry
1310   material because they are interested in the social meaning making process. For
1311   many students who struggle with understanding a text, the opportunity to engage in
1312   collaborative discussion is a way for them to learn more about the text than they
1313   would by simply reading it independently. Engaging in conversations with peers using
1314   prompts and guided practice allows students to engage with challenging readings
1315   and begin to articulate where their comprehension falls short. Practice using evidence
1316   from text and information from media and other formats in collaboration with diverse
1317   partners can be done through use of Socratic seminars, roundtables and strategies
1318   such as the jigsaw small group work (see lists of discussion strategies in chapter 2).
1319   For some English learners developing oral proficiency, particularly for English
1320   learners at the emerging level of English language proficiency, these discussions also
1321   offer a safer environment to practice their speaking skills that may prove less
1322   daunting than talking in front of the whole class. Engaging students in a range of
1323   conversations with partners, small groups and whole class discussions may require
1324   preparing English learners who may not have fluency or confidence in spoken
1325   English language to engage in structured practice using their primary language if
1326   possible with a peer.

1327   ***Presenting***

1328   In grades six through twelve, students are expected to develop and perform

1329   increasingly sophisticated presentations on complex and varied topics, with attention

1330   to meaning and forms of language.

1331   As in grades four and five, students in grades six through eight plan and

1332   deliver presentations in a variety of genres, including informative/explanatory and

1333   narrative, sequencing ideas logically and using transition words to link ideas

1334   (Speaking and Listening Standard 4). New to the span are the following more

1335   advanced presentation skills:

1336   • Presenting claims and findings in an argument or response to literature

1337   presentation (SL standard 4).

1338   • Using nonverbal elements, adequate volume and clear pronunciation (SL

1339   standard 4).

1340   • Using precise language and domain-specific vocabulary; using words and

1341   phrases to create cohesion; and using narrative techniques such as dialogue

1342   and sensory language (SL standard 4).

1343   • Demonstrating a command of formal English when appropriate (SL standard

1344   6).

1345   Students in grades nine through twelve continue to plan and deliver

1346   presentations in a variety of genres, including arguments, narratives,

1347   informative/explanatory and responses to literature, sequencing ideas logically, and

1348   providing evidence (Speaking and Listening Standard 4). High school students also

1349   continue to adapt their speech to a variety of contexts and tasks, demonstrating a

1350   command of formal English when indicated or appropriate (Speaking and Listening

1351   Standard 6).

1352   New to the span are the following more sophisticated presentation skills:

1353   • Supporting evidence clearly and logically, such that listeners can follow the

1354   line of reasoning (SL standard 4).

1355
1356
- Ensuring the organization, development, substance, and style are appropriate to the purpose, audience, and task (SL standard 4).

1357
1358
1359
- In grades nine and ten, planning and delivering an informative/explanatory presentation, and planning, memorizing, and presenting a recitation (SL.9-10.4);

1360
1361
- In grades eleven and twelve, planning and delivering a reflective narrative, and planning and presenting an argument (SL.11-12.4);

1362
1363
- Making strategic use of digital media to enhance understanding of findings, reason, and evidence, and to add interest (SL standard 5).

1364   Students have many opportunities to present information and ideas to their
1365 peers and other audiences during the middle and high school grades. While the
1366 Literacy standards for history/social studies, science and technical subjects do not
1367 specify speaking and listening standards, such skills are expected across disciplines
1368 in secondary school and students can engage in projects incorporating reading,
1369 writing, listening, and speaking across disciplines.

1370   Sixth through twelfth graders also employ technology appropriately and
1371 effectively. For example, students may create virtual artifacts such as blogs, media,
1372 or voice threads that can be shared collaboratively with others to reflect upon and
1373 critique using text, images, video, and audio files; and they may incorporate textual,
1374 graphical, audio, visual, and interactive digital elements into their presentations
1375 (Speaking and Listening Standard 5). Technology can be utilized to foster speaking
1376 and listening presentation skills as students create their own avatars adapting one's
1377 character and speech to a variety of audiences and presenting information in a way
1378 that others can follow by recording or uploading an audio file to share on social media
1379 or websites (e.g., www.voki.com) or through the use of videoconferencing tools
1380 requiring an invitation to join a chat (e.g., Skype or Google Hangout). Multimedia
1381 chats require competency in complex interfaces that involve managing audio, video,
1382 and often textual components providing novice learners opportunities to gain
1383 competence integrating technologies for various modes of communication becoming
1384 ubiquitous in the 21st century (Schwartzman 2013).

1385   ***Using Language Conventions***

1386   Contributing to effective expression is students' command over language

1387   conventions, such as grammar and usage in writing and speaking (Language

1388   Standard 1) and capitalization, punctuation, and spelling in writing (Language

1389   Standard 2). The CA CCSS for ELA/Literacy also include Language Standard 3:

1390   using knowledge of language and its conventions when writing and speaking (as well

1391   as when reading or listening). The Language strand is designed so that skills learned

1392   in earlier grades serve as a base for those learned in later grades; however, the CA

1393   CCSS for ELA/Literacy identify some skills first specified in the elementary grades

1394   that may need continued attention through the secondary grades, as well as skills

1395   first taught in grades six through eight that may need continued attention in grades

1396   nine through twelve. See Language Progressive Skills, by Grade, p.70 of the CA

1397   CCSS for ELA/Literacy for grades 6-12, and a revised version in Figure 7.8 below.

1398

1399 Figure 7.8 Language Progressive Skills from Grades 3-5 Continuing Through Grades
1400 6-12

Standard	Grade(s)				
	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	Yes	Yes	Yes	Yes	Yes
L.3.3a. Choose words and phrases for effect.	Yes	Yes	Yes	Yes	Yes
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Yes	Yes	Yes	Yes	Yes
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).	Yes	Yes	Yes	Yes	Yes
L.4.3a. Choose words and phrases to convey ideas precisely. (Subsumed by L.7.3a)	Yes	No	No	No	No
L.4.3b. Choose punctuation for effect.	Yes	Yes	Yes	Yes	Yes
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	Yes	Yes	Yes	Yes	Yes
L.5.2a. Use punctuation to separate items in a series. (Subsumed by L.9–10.1a)	Yes	Yes	Yes	No	No
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	Yes	Yes	Yes	Yes	Yes
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Yes	Yes	Yes	Yes	Yes
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Yes	Yes	Yes	Yes	Yes
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Yes	Yes	Yes	Yes	Yes
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. (Subsumed by L.11–12.3a)	Yes	Yes	Yes	Yes	No
L.6.3b. Maintain consistency in style and tone.	Yes	Yes	Yes	Yes	Yes
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	No	Yes	Yes	Yes	Yes
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	No	Yes	Yes	Yes	Yes
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	No	No	Yes	Yes	Yes
L.9–10.1a. Use parallel structure.	No	No	No	Yes	Yes

1401

1402   Language standards new to the grade span are presented in the grade level

1403 sections.

1404   Native English speakers need to be taught certain elements of standard

1405 English conventions since conversational or everyday spoken and written English do

1406 not necessarily incorporate these components. In addition, students who speak a

1407 nonstandard variety of English may not be familiar with or aware of how to use

1408 certain elements of spoken standard English grammar (see chapter 9 for more

1409 details). English learners need to learn conventions of standard English for the same

1410 reasons as native English speakers; in addition, English learners, especially at the

1411 early proficiency levels, need to learn elements of English grammar that native

1412 English speakers (including nonstandard English speakers) already know. Examples

1413 include basic verb tenses and aspects (such as present perfect and past progressive)

1414 and the order of grammatical constituents such as subjects, verbs, objects,

1415 adverbials, and prepositional phrases in sentences. Thus, English learners may need

1416 *additional, differentiated instruction* in English language conventions skills, integrated

1417 into ELA and other content-area instruction and during designated ELD time. Deaf

1418 students who use American Sign Language also need to learn written English

1419 grammar as a new language. They must do so through visual means as they do not

1420 have access to spoken English grammar (see chapter 9 for details).

1421   A focus on English grammar and usage includes the knowledge and skills

1422 described in Part II of the CA ELD Standards, "Learning About How English Works."

1423 While designed particularly for English learners, all students can benefit from

1424 analyzing and understanding the complexities of how language is used to create

1425 meaning in texts, and to applying this knowledge in their own writing and speaking.

1426 For example, students can analyze and apply how reference in a text creates

1427 cohesion, as with the use of pronouns and paraphrases (ELD.6-8.PII.2a) or

1428 nominalization and paraphrasing (ELD.9-12.PII.2a). They can consider how ideas in

1429 a text are linked with connecting and transitional words and phrases (ELD.6-

1430 12.PII.2b). Students can learn how to use verb phrases, noun phrases, and

1431 adverbials for detailed and precise expression (ELD.6-12.PII.3-5), and learn how to

1432 connect and condense ideas using clause and sentence structures appropriate to

1433 academic topics (ELD.6-12.PII.6-7).

1434   Conventions are taught explicitly in the context of meaningful communication.

1435 Attention to conventions can be incorporated into analysis of listening passages such

1436 as speeches or poetry readings and analysis of reading passages in all text types, as

1437 well as applied in students' own work, with use of rubrics or checklists in self, peer,

1438 and teacher editing and revision of written texts and formal presentations. Language

1439 conventions also can be the main topic of analysis and discussion of texts; examples

1440 include:

1441 • comparing different types of text, such as poetry, drama, speeches, narratives,

1442 arguments, and informative/explanatory texts;

1443 • comparing texts in different registers (i.e., for different purposes and

1444 audiences), such as formal speeches, literature, and articles versus texting,

1445 spoken word poetry, and blogging;

1446 • analyzing texts written in different time periods; and

1447 • analyzing written texts in which the author represents nonstandard varieties of

1448 spoken English (e.g., Mark Twain's *The Adventures of Tom Sawyer*, John

1449 Steinbeck's *The Grapes of Wrath,* or Zora Neale Hurston's *Their Eyes Were*

1450 *Watching God*).

1451 Students can apply this deep investigation of how authors use language

1452 conventions for particular purposes and audiences, in particular text types, to their

1453 own writing and presenting.

1454 **Content Knowledge/Disciplinary Knowledge**

1455 Disciplinary knowledge is one's content

1456 knowledge, experiences, and skills combined

1457 with the ability to read, write, listen, speak,

1458 think critically, and perform in a way that is

1459 meaningful within the context of a given field.

1460 As stated in previous chapters, the

1461 relationship among English language arts and

1462 literacy, English language development, and

1463 the content areas or disciplines is intentionally

1464 interdependent. Content knowledge grows

1465 from students' knowledge of language and ability to use vocabulary, reading, writing,

1466 speaking, and listening to accomplish their disciplinary goals; just as mastery of

1467   English language arts and language proficiency grows from increased content
1468   knowledge.

1469   Knowledge related to the content of text being read leads to better reading
1470   comprehension (Hirsch 2006; Kintsch 1998; McNamara and Kintsch 1996; Wolfe,
1471   and others 1998). During adolescence, students are expected to learn from
1472   increasingly technical informational texts and their disciplinary knowledge base must
1473   continue to grow to meet the demands of increasingly complex text. Consequently,
1474   disciplinary knowledge facilitates literacy and language development. All secondary
1475   teachers (e.g., English language arts, mathematics, science, and social studies)
1476   utilize literary or informational text in some manner, so students must comprehend
1477   specific texts and grasp the concepts being communicated in them. This is a
1478   particular concern as the texts students are asked to read become increasingly
1479   complex with unique linguistic and cognitive features that are not necessarily shared
1480   across disciplines (Kosanovich, Reed and Miller 2010). There are several aspects of
1481   text that can make it more complex. For example, long sentences with
1482   nominalizations and abstract concepts or vocabulary can make informational text
1483   more complex. Text structure, dialogue, and points of view from different characters
1484   can make literary text more complex. For more information about text complexity, see
1485   chapter 2.

1486   Students can acquire disciplinary knowledge and understanding through both
1487   broad and deep reading as well as through explicit instruction (Torgesen, and others
1488   2007). Students' disciplinary knowledge will grow to the extent that they read deeply
1489   with understanding. Similarly, as content-area teachers in science, math, history,
1490   literature, and other subjects increase the power of their instruction through close
1491   reading, for example, to help students acquire critical knowledge and understanding
1492   in various domains, their ability to read proficiently in those domains will increase
1493   (Recht and Leslie 1988).

1494   Disciplinary knowledge is associated with background knowledge. It is well
1495   documented that students better understand, think about, and retain new information
1496   when they are familiar with or taught background knowledge of a topic before

1497   reading. Building background knowledge can mitigate the influence of students'

1498   limited verbal ability on comprehension. If they have equal knowledge about the

1499   concepts in the text, students with lower general verbal ability can comprehend text

1500   as well as students of higher general verbal ability (Schneider, Körkel and Weinert

1501   1989). Research supports teacher-directed background knowledge instruction with

1502   adolescents. When given carefully structured information about ideas in a passage

1503   they were about to read, students understood texts better than when they engaged in

1504   activating, discussing, and integrating their prior knowledge in less focused or

1505   purposeful ways (Dole, Valencia, Greer and Wardrop 1991; Graves and Cooke 1980;

1506   Graves, Cooke and Laberge 1983; Graves and Palmer 1981).

1507   Anticipation-reaction guides can help students link new and prior knowledge

1508   and activate students' interest and curiosity for the topic, promoting motivation and

1509   engagement. It can address several ELA/ELD standards depending on the thoughtful

1510   opinion statements developed by the teacher. The discussion generated by this

1511   instructional tool also addresses the first standard for Speaking and Listening

1512   (engaging in collaborative discussion). The anticipation-reaction guide is just one

1513   strategy to help students build background knowledge; however, strategies won't

1514   make up for lack of disciplinary knowledge.

1515

Snapshot 7.3 Ninth Grade ELA Class: Building background knowledge using an anticipation-reaction guide

After reading William Shakespeare's *Romeo and Juliet*, Ms. Smith's class is exploring how certain choices on the part of characters, specifically Tybalt and Mercutio, lead to the tragic conclusion. As adolescent adversaries and members of opposing "gangs," these two characters demonstrate aggressive and impulsive behavior that Ms. Smith's students recognize as typical of teenage bullies.

Ms. Smith then gives the students an anticipation-reaction guide she created based on the content of an article titled "Is it Bullying or Drama?" from *Choices* (an online magazine for high school students about teen health, safety and well-being). After a discussion of four or five key concepts in the article, Ms. Smith asks her students to apply their new understanding to the

Shakespeare's characters by prompting small group discussions of the question: Is Tybalt's behavior an example of "bullying" or "drama"? In collaborative conversations, students are asked to form specific opinion statements (Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin, 2009) that they share with the class, citing evidence from the text.

As a final demonstration of understanding and transference, the student teams present a letter of concern about teenage bullying to the school administration, design a school assembly on the subject, or meet with and speak to local public policy makers about the problem.

1516

1517 ***Engaging with Literature***

1518 Students in grades six through twelve can also build their disciplinary

1519 knowledge by reading literature. To ensure students are career and college ready,

1520 the CCSS for ELA/Literacy place an equal emphasis on what students read and

1521 the skill with which they read. As students move into and through middle and high

1522 school, they are expected to show steady growth in making fuller use of text,

1523 making more connections among ideas and between texts, and considering a

1524 wider range of textual evidence.

1525 Appendix A of the CCSS for ELA/Literacy discusses the need to increase

1526 independent, wide reading. To sustain the effort for reading both in class and

1527 outside of class, students must read widely and deeply from among a broad range

1528 of high-quality, increasingly challenging literary texts. Through extensive reading

1529 of stories, dramas, poems, and myths from diverse cultures and different time

1530 periods, students gain literary and cultural knowledge as well as familiarity with

1531 various text structures and elements.

1532 It is important that teachers encourage the joy of reading by systematically

1533 implementing an exposure to the breadth and depth of the best stories, thoughts,

1534 authors, books, essays, poems, films, and plays. An organized independent

1535 reading program both at home and at school, with a method for keeping track of

1536 each student's reading, can promote wide and deep reading of literature. In-

1537 school independent reading is planned and structured while allowing students to

1538 choose books and texts and read for uninterrupted periods of time. During at

1539 home or independent reading, students are actively engaged in reading. Engaging

1540   in an independent reading program provides opportunities for students to

1541   encounter the key ideas and historical development of culture, politics, social and

1542   national relations, and individual intellectual, emotional, and moral growth as well

1543   as an aesthetic appreciation of well-crafted literature. Chapter 3 of this Framework

1544   discusses components of a plan to increase independent reading such as

1545   strategies for students to select books, opportunities for social interaction (e.g.,

1546   book talks), and writing in response to books read.

1547   The range of text types for literature includes stories, dramas, and poetry.

1548   Reading stories can help students understand different perspectives and cultures,

1549   dramas can entertain and inspire, and poetry can resonate with specific students

1550   based on personal experience. Subgenres of stories include adventure, historical

1551   fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies,

1552   satire, and graphic novels. Drama includes classical through contemporary one-or

1553   multi-act plays that are in written form or on film, and works by writers

1554   representing a broad range of literary periods and cultures. Poetry includes

1555   classical through contemporary works and the subgenres of narrative poems,

1556   lyrical poems, free verse poems, sonnets, odes, ballads, and epics by writers

1557   representing a broad range of literary periods and cultures. Several text

1558   exemplars, organized by grade level spans, can be found in Appendix B of the

1559   CCSS for ELA/Literacy. Listed below are examples of literary texts to illustrate the

1560   complexity, quality, and range of student reading in grades six through twelve:

1561   **Grades 6-8**

1562   • *Little Women* by Louisa Alcott

1563   • *Sorry, Wrong Number* by Louise Fletcher

1564   • *Jabberwocky* by Lewis Carroll

1565   • *The Dark Rising* by Susan Cooper

1566   • *Eleven* by Sandra Cisneros

1567   • *The Adventures of Tom Sawyer* by Mark Twain

1568   **Grades 9-12**

1569   • *The Grapes of Wrath* by John Steinbeck

1570   • *The Metamorphosis* by Franz Kafka

1571   • *A Doll's House* by Henrik Ibsen

1572   • *The Tragedy of Macbeth* by William Shakespeare

1573   • *The Raven* by Edgar Allan Poe

1574   • *The Bluest Eye* by Toni Morrison

1575   • *Death and the King's Horseman: A Play* by Soyinka Wole

1576   • *On Being Brought From Africa to America* by Phyllis Wheatley

1577   Reading standards for literature new to the six through twelve grade span

1578 include the following:

1579 **Grades 6-8**

1580   • Comparing and contrasting a fictional portrayal of a time, place, or

1581   character and a historical account of the same period and analyzing how a

1582   modern work of fiction draws on themes, patterns of events, or character

1583   types from myths, traditional stories, or religious works such as the Bible

1584   (RL 9)

1585   • Comparing and contrasting reading a story, drama, or poem to listening to

1586   or viewing its audio, filmed, staged, or multimedia version (RL 7)

1587   • Analyzing different points of view and their impact on characters, audience,

1588   and the reader (RL 6)

1589   • Describing how the plot unfolds, analyzing how particular elements of a

1590   story interact, and analyzing how specific lines of dialogue or incidents in a

1591   story or drama propel the action, reveal aspects of a character, or provoke

1592   a decision (RL 3)

1593   • Analyzing how a drama's or poem's form of structure (e.g., soliloquy,

1594   sonnet) contributes to its meaning; comparing and contrasting the structure

1595   of two or more texts (RL 5)

1596   • Determining the connotative meanings of words and phrases; analyzing the

1597   impact of specific word choice on meaning and tone (including analogies or

1598 allusions to other texts) and analyzing the impact of rhymes and other

1599 repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a

1600 poem or section of a story or drama (RL 4)

1601 **Grades 9-12**

1602 • Demonstrating knowledge of eighteenth-, nineteenth-and early- century

1603 foundational works of American literature, including how two or more

1604 texts from the same period treat similar themes or topics. (RL 9)

1605 • Analyzing the representation of a subject or a key scene in two different

1606 artistic mediums, including what is emphasized or absent in each

1607 treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's

1608 *Landscape with the Fall of Icarus*); Analyzing multiple interpretations of

1609 a story, drama, or poem (e.g., recorded or live production of a play or

1610 recorded novel or poetry), evaluating how each version interprets the

1611 source text. (Include at least one play by Shakespeare and one play by

1612 an American dramatist.) (RL 7)

1613 • Analyzing a particular point of view or cultural experience reflected in a

1614 work of literature from outside the United States, drawing on a wide

1615 reading of world literature; analyzing a case in which grasping point of

1616 view requires distinguishing what is directly stated in a text from what is

1617 really meant (e.g., satire, sarcasm, irony, or understatement) (RL 6)

1618 • Analyzing how complex characters (e.g., those with multiple or

1619 conflicting motivations) develop over the course of a text, interact with

1620 other characters, and advance the plot or develop the theme; analyzing

1621 the impact of the author's choices regarding how to develop and relate

1622 elements of a story or drama (e.g., where a story is set, how the action

1623 is ordered, how the characters/archetypes are introduced and

1624 developed) (RL 3)

1625 • Analyzing how an author's choices concerning how to structure text

1626 (e.g., the choice of where to begin or end a story, the choice to provide

1627 comedic or tragic resolution), order events within it (e.g., parallel plots),

1628   and manipulate time (e.g., pacing, flashbacks) contribute to its overall

1629   structure and meaning and create such effects as mystery, tension, or

1630   surprise (RL 5)

1631   • Analyzing the impact of specific word choice on meaning and tone (e.g.,

1632   how the language evokes a sense of time and place; how it sets a

1633   formal or informal tone), including words with multiple meanings or

1634   language that is particularly fresh, engaging, or beautiful (including

1635   Shakespeare as well as other authors) (RL 4)

1636

Snapshot 7.4 Grades 11-12, ELA: Reading Poetry Rhetorically

Mrs. Jacobs' students have read the poem, "It's a Woman's World," by Eavan Boland and are struggling to make sense of it. Rather than immediately involving her students with the Boland's poetic schemes, Mrs. Jacobs I having her student initially read the poem rhetorically—that is, reading to discern the poem's situation, context, and purpose. Mrs. Jacobs organizes her class into groups of four, and distributes the following questions that they discuss and work through, first in pairs, then as groups of four, as they prepare to write a response to the argument presented by the poem.

- Who is speaking?
- What seems to be the relationship between the speaker and the audience?
- Is the speaker omniscient?
- How does she see herself in relation to the characters she describes in the poem?
- Is there a central idea to the text? Can we discern an argument, or a claim of some kind?
- How is the text developed?
- How is the text organized?
- How are the parts connected?

Related CA CCSS for ELA/Literacy: RL.11-12.5, RL.11-12.6

1637

1638   ***Engaging with Informational Text***

1639   The primary purpose of reading informational text is to learn information about

1640   the natural or social world. Examples of specific reasons to read informational text

1641   include to understand the history, geography, and climate of your region, learn about

1642   a new city you will visit, or to learn a new skill. Students in history class can be

1643   exposed to a wealth of supportive readings such as biographies, essays, plays, films,

1644   and novels, which deepen understanding of key historical narratives, ideas, periods,

1645   events, and influential actors. Science teachers can help students deepen their

1646   understanding and interest in how the world works by providing students

1647   opportunities to read stories, biographies, and readings that show how specific

1648   scientific breakthroughs occurred (for example, works on Darwin and Marie Curie,

1649   and books such as *The Double Helix* by James Watson).

1650   Previous chapters discussed the powerful relationship between disciplinary

1651   knowledge and literacy and language development highlighting the following three

1652   points:

1653   • Content areas must be given adequate time in the curriculum.

1654   • Literacy and language instruction should occur across the curriculum

1655   (complementing and contributing to content instruction, not replacing inquiry

1656   and other content approaches).

1657   • The use of informational texts should be integrated because it contributes to

1658   disciplinary knowledge.

1659   The CCSS emphasize the importance of reading informational text in order to

1660   prepare students for college, careers, and a technological society. The focus on

1661   informational text throughout the grades and the incorporation of the ELA/Literacy

1662   standards into content areas emphasizes the interdisciplinary approach promoted by

1663   the CCSS and the call for "shared responsibility for students' literacy development"

1664   on the part of all educators. For example, the ELA teacher can collaborate with a

1665   content area teacher to help support classroom activities that will build students'

1666   disciplinary knowledge. An interdisciplinary team consists of two or more teachers

1667   from different subject areas who instruct a common group of students. An

1668   interdisciplinary team of the ELA, math, and science teachers could plan, coordinate,

1669   and evaluate curriculum and instruction across academic areas. Interdisciplinary

1670   teams cultivate meaningful and regular communication with families and often share

1671   the same schedule and the same area of the building. For teachers, teams provide a

1672   collaborative and supportive work group. For students, teams offer stable

1673   relationships with teachers and peers (Jackson and Davis 2000).

1674   All teachers can use informational texts that support classroom activities to

1675   help build students' disciplinary knowledge. Informational texts convey disciplinary

1676   knowledge, such as concepts and content in history/social studies, science, and the

1677   arts, and are characterized by use of domain-specific and general academic

1678   vocabulary. Text complexity and the sophistication of how students are to respond to

1679   that complex text increase as students move into middle school. Therefore, students

1680   must continue to grow in their ability to make inferences, draw conclusions, and

1681   engage in critical thinking (Pressley 2000). The CA CCSS for ELA/Literacy and CA

1682   ELD Standards require middle school teachers to stimulate and support students'

1683   ability to think deeply about informational text.

1684   The CA CCSS for ELA/Literacy require middle school students to use

1685   informational text in a more sophisticated way than elementary students. New to the

1686   sixth through eighth grade span in terms of learning with informational text are the

1687   following:

1688   • Cite textual evidence that strongly supports what the text explicitly says as well

1689   as inferences drawn from the text.(RL 1, RI 1)

1690   • Provide an *objective* summary of the text. (RL 2, RI 2)

1691   • Analyze text structure to determine how it contributes to the development of

1692   ideas. (RI 5)

1693   • Determine and analyze the author's point of view. (RI 6)

1694   • Integrate, compare and contrast, and evaluate information from different media

1695   or formats (e.g., print, digital, video, multimedia). (RI 7)

1696   • Evaluate the argument and specific claims in an informational text. (RI 8)

1697   • Compare and analyze two or more texts. (RI 9)

1698   The CA CCSS for ELA/Literacy require high school students to use

1699 informational text in a more sophisticated way than middle school students. High

1700 school students continue to develop skills they learned in prior grades as well as

1701 learn new skills and employ them with increasingly complex texts and tasks. New to

1702 the ninth through twelfth grade span in terms of learning with informational text are

1703 the following:

1704   • Cite strong and thorough textual evidence to support analysis of what the text

1705   says explicitly as well as inferences drawn from the text, including determining

1706   where the text leaves matters uncertain. (RI 1)

1707   • Determine two or more central ideas of a text and analyze their development

1708   over the course of the text, including how they interact and build on one

1709   another to provide a complex analysis. (RI 2)

1710   • Analyze how the author unfolds an analysis or series of ideas or events and

1711   explain how specific individuals, ideas, or events interact and develop over the

1712   course of the text. (RI 3)

1713   • Analyze and evaluate the effectiveness of the structure an author uses in his

1714   or her exposition or argument, including whether the structure makes points

1715   clear, convincing, and engaging; analyze the use of text features (e.g.,

1716   graphics, headers, captions) in functional workplace documents and public

1717   documents. (RI 5)

1718   • Determine an author's point of view or purpose in a text in which the rhetoric is

1719   particularly effective, analyzing how style and content contribute to the power,

1720   persuasiveness, or beauty of the text. (RI 6)

1721   • Analyze and integrate multiple sources of information presented in different

1722   mediums or formats, determining which details are emphasized to address a

1723   question or solve a problem. (RI 7)

1724   • Identify false statements and fallacious reasoning in an argument and specific

1725   claims in a text; delineate and evaluate the reasoning in seminal U.S. texts,

1726   including the application of constitutional principles and use of legal reasoning.

1727   (RI 8)

1728   •   Analyze seminal U.S. documents of historical and literary significance (e.g.,

1729   Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four

1730   Freedoms speech, King's "Letter from Birmingham Jail"), including how they

1731   address related themes and concepts. Analyze seventeenth-, eighteenth-, and

1732   nineteenth-century foundational U.S. documents of historical and literary

1733   significance (including The Declaration of Independence, the Preamble to the

1734   Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for

1735   their themes, purposes, and rhetorical features. (RI 9)

1736   •   Consult general and specialized reference material (e.g., college-level

1737   dictionaries, rhyming dictionaries, bilingual dictionaries). (L 4)

1738   •   Interpret figures of speech (e.g., euphemism, oxymoron) in context and

1739   analyze their role in the text; analyze nuances in the meaning of words with

1740   similar denotations. (L 5)

1741   The CA CCSS for ELA/Literacy provide examples (California CCSS, p. 33) of

1742 informational text types from which teachers can select. Informational text can be in

1743 the form of personal essays, speeches, opinion pieces, essays about art or literature,

1744 biographies, memoirs, journalism, or historical, scientific, technical, or economic

1745 accounts. The CA CCSS for ELA/Literacy also emphasizes that the texts should be

1746 from a broad range of cultures and periods, written for a broad audience, include the

1747 subgenres of exposition, argument, and functional text, and can be from digital

1748 sources when available. Listed below are examples of informational texts to illustrate

1749 the complexity, quality, and range of student reading in grades six through eight:

1750   •   *The Great Fire* by Jim Murphy (1995)

1751   •   *The Omnivore's Dilemma: The Secrets Behind What You Eat* by Michael

1752   Pollan (Young Reader's Edition, originally published in 2009)

1753   •   *Narrative of the Life of Frederick Douglass* by Frederick Douglass (1845)

1754   •   *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston

1755   (2012)

1756   • *Words We Live By: Your Annotated Guide to the Constitution* by Linda R.

1757   Monk (2003)

1758   Listed in Figure 7.9 are examples of informational texts and literary nonfiction

1759   to illustrate the complexity, quality, and range of student reading in grades nine

1760   through twelve.

1761

1762   Figure 7.9 Samples of Informational Texts and Literary Nonfiction

Grade	Course Focus	Unit Focus	Related Nonfiction and Informational Texts
9-10	Genre-Based Intro to Lit	Short Story	"Why Fiction Is Good for You," *Jonathan Gottschall*
		To Kill a Mockingbird *Harper Lee*	The Scottsboro Trial: Selected Articles, The New York Times 1931-1937
		Romeo and Juliet *William Shakespeare*	"The School of Love: Romeo and Juliet," *Donald Stauffer*
10-11	American Lit	Poetry of Anne Bradstreet	An American Triptych: Anne Bradstreet, Emily Dickenson, Adrienne Rich (Excerpts) *Wendy Martin*
		The Great Gatsby, *F. Scott Fitzgerald*	F. Scott Fitzgerald and the Art of Social Fiction, (Excerpts) *Brian Way*
		The House on Mango Street, *Sandra Cisneros*	Latina Self-Portraits: Interviews with Contemporary Women Writers, (Excerpts) *Bridget Kevane and Juanita Heredia*
11-12	World Lit	Oedipus Rex, *Sophocles*	A General Introduction to Psychoanalysis, (Excerpts) *Sigmund Freud*
		Crime and Punishment, *Fyodor Dostoevsky*	Freiderich Nietzsche and the Politics of the Soul: A Study of Heroic Individualism, (Excerpts) *Leslie Paul Thiele*
		Master Harold and the Boys, *Athol Fugard*	Apartheid, A History, Brian Lapping
11-12	British Lit	The Canterbury Tales, *Geoffrey Chaucer*	"The Mother Tongue" from The Story of English, *Robert McCrum, William Cran, Robert MacNeil*
		Pride and Prejudice, *Jane Austen* or Wuthering Heights, *Charlotte Bronte*	"A Room of One's Own," *Virginia Woolf*
		1984, *George Orwell*	"The Newspeak Generation," *Reed Whittemore*

1763

1764   ELA teachers can thoughtfully use informational text to support classroom

1765   activities that will increase students' disciplinary knowledge. Teachers use evidence-

1766   based instructional practices such as identifying the main idea and summarizing text

1767   to help students understand informational text at a deeper level.

1768   Identifying the main idea of a paragraph, page, or passage (CCSS Reading

1769   Informational Text, Standard 2) is a useful means of monitoring comprehension

1770   during or after reading informational text. Often teachers assume that students

1771   already know how to find or compose the main idea, so they do not explicitly teach

1772   this important skill. However, research indicates that as text becomes more complex

1773   or unfamiliar, most students need a strategy for identifying main ideas (Afflerbach

1774   1990). When explicitly taught such strategies, adolescents have demonstrated

1775   increased reading comprehension (Jitendra, Hoppes and Xin 2000; Sjostrom and

1776   Hare 1984).

1777   To differentiate instruction for those who need it, students can be taught to

1778   state the main ideas, one paragraph at a time, of several connected paragraphs.

1779   Then, students can learn how to write a summary of a passage. Summarizing

1780   requires the reader to synthesize information extracted across a text and restate it

1781   succinctly. Explicit instruction in summarization improves student comprehension and

1782   helps them make connections among main ideas and significant details (Armbruster,

1783   Anderson and Ostertag 1987; Trabasso and Bouchard 2002). Further, adolescents

1784   who work collaboratively on summarizing informational texts reach higher levels of

1785   comprehension and retention of content information (Mastropieri, Scruggs, Spencer,

1786   and Fontana 2003; Spencer, Scruggs and Mastropieri 2003).

1787   Students who summarize well are more aware of the text's structure and how

1788   ideas are related (National Institute of Child Health and Human Development 2000).

1789   Attention to organizational, or text, structure of informational text, in turn, helps

1790   students locate and keep track of important information to include in the written

1791   summary (Honig, Diamond and Gutlohn 2008). Text structure refers to how a text is

1792   organized and writers use different text structures to communicate ideas in different

1793   ways. Examples of informational text structures include chronological order,

1794   compare/contrast, and cause and effect. Since understanding how texts are

1795 organized can improve comprehension, ELA teachers can share their knowledge of

1796 text structure and summarizing strategies to use with different types of text structure

1797 with other content area teachers.

1798   The Five Word Summary is a strategy that starts with five words and contains

1799 four steps as seen in Figure 7.10 below.

1800

1801 Figure 7.10 Five Word Summary Strategy

Step 1—Using words from the reading, create a list of the five most important words. These should all be words that explain and/or clarify the main point of the reading.

Step 2—Choose a partner, and compare your five-word list to a partner's. The two of you will now have five minutes to create a new list of the five most important words by synthesizing your two original lists. Be sure to choose those terms from your lists that represent the reading's main idea.

Step 3—In pairs, now join another set of partners to form a group of four. Each pair will share its five-word list; then the group of four will once again discuss which words are really most essential to the main idea of the reading. Each group will also have five minutes to create a newly synthesized list of five key words. While you can try to persuade your peers that your word choices are the best, your group must be in agreement about its final list.

Step 4—On your own, use the final list of five key words that your group of four agreed on, and write a summary paragraph of the reading. Use all five words from your final list in your paragraph. Underline each of the five key words in your summary. Be sure that the words you chose support/explain/clarify the main point of the reading.

1802 Expository Reading and Writing Course, CSU

1803

1804   ***Using Comprehension Strategies Across Disciplines***

1805   An emerging consensus identifies comprehension strategies that are discipline

1806   area specific. These strategies involve ways of making interpretations, citing text

1807   evidence, or framing arguments that are specific to a given content area. For

1808   example, work in science (Norris and Phillips 1994), social studies (Mosborg 2002;

1809   Perfetti, Britt and Georgi 1995), and math (Leong and Jerred 2001) demonstrates that

1810   reading and writing in these content areas make unique demands and that instruction

1811   in strategies and disciplinary knowledge specific to each content area can improve

1812   comprehension and learning.

1813   Shanahan and Shanahan (2008) describe "disciplinary literacy" as advanced

1814   literacy instruction integrated with content areas such as math, science, and social

1815   studies and purport that disciplinary literacy is essential to middle and high school

1816   instruction. Results from their research show that experts from math, chemistry, and

1817   history read their respective texts quite differently; consequently, both the content-

1818   area experts and secondary teachers recommend different comprehension strategies

1819   for work with adolescents. These findings have implications regarding which

1820   comprehension strategies might best match particular disciplinary reading tasks, as

1821   well as how teachers can best help students be prepared for the reading, writing, and

1822   thinking that advanced content-area classes require.

1823   As students move through school, reading and writing instruction should

1824   become increasingly disciplinary, reinforcing and supporting student performance.

1825   Although disciplines share certain features in their use of academic language, they

1826   also engage in unique practices. For example, as students engage in close and

1827   critical reading, discipline specific strategies include the following:

1828   • ELA: Socratic Seminar, SQP2RS (Survey, Question, Predict, Read, Respond,

1829   Summarize), and GIST (Generating Interactions between Schemata and Text)

1830   • Science: writing procedures for experiments, summarizing, response to text

1831   from single or multiple sources for the purposes of deep inquiry

1832   • Math: explanations, construct viable arguments, write justifications, respond to

1833   charts, graphs, patterns, and other data

1834   • History: events chart, multiple-gist strategy, and Questioning the Author (QtA)

1835 Figure 7.11 identifies examples of characteristics and strategies specific to ELA,

1836 math, science, and history.

1837

1838 Figure 7.11 Comprehension Strategies Specific to ELA, Math, Science, and
1839 History

ELA	Math	Science	History
• Text Structure • Socratic Seminar • Repeated Reading • Say, mean, matter (what does the text say? Mean? What does it matter?)	• Every word matters • Letters/symbols • Informal: analogies, examples, motivations • Formal: definitions, theorems, proofs, explanations • Note taking: big idea-explanation-example, formula, graph, diagram	• Chemists create knowledge through experimentation; have more confidence in reading • Symbols • Technical definitions • Hierarchical in nature-concepts build on each other • Principles taught as abstractions	• Relies on document analysis • Technical terms taken from economics and society • High difficulty level • Words not current • Events (who, what, where, when, how, why) • Relationships between 1st and 2nd event • Define connections • Cause and effect

1840 Adapted from: Shanahan and Shanahan 2008
1841

1842 ***Engaging in Research***

1843   Opportunities to engage in research contribute to students' disciplinary

1844 knowledge. Teachers can use writing instruction to provide opportunities for students

1845 to conduct research to build and present knowledge (CCSS Writing, Standards 7, 8,

1846 and 9). Teachers can also engage students in collaborative discussions about grade

1847 level topics, texts, and issues (including research conducted by students) (CCSS

1848 Speaking and Listening, Standard 1). A brief overview of the CCSS regarding

1849 research to build and present knowledge follows.

1850   Students left elementary school able to conduct short research projects to

1851   build knowledge, summarize relevant information, and provide a list of sources. In

1852   middle school, the CA CCSS for ELA/Literacy require students to conduct research

1853   projects to answer a question (Standard 7); gather relevant information from multiple

1854   print and digital reliable sources, quote and paraphrase information and conclusions

1855   drawn, and provide citations (Standard 8); and draw evidence from literary or

1856   informational texts to support analysis, reflection, and research (Standard 9).

1857   Students' motivation and engagement can increase as they participate in research

1858   projects. For example, teachers can provide students choices of topics and create

1859   opportunities for students to interact with interesting texts and resources.

1860   New to the grade span in terms of building disciplinary knowledge through

1861   engagement in research are the following:

1862   • Conduct more sustained research projects to solve a problem; narrow or

1863   broaden the inquiry when appropriate; synthesize multiple sources on the

1864   subject (Writing Standard 7)

1865   • Assess the usefulness of each source in answering the research question;

1866   integrate information into the text selectively to maintain the flow of ideas

1867   and include footnotes/endnotes (Writing Standard 8)

1868   • Draw evidence from literary or informational text to support analysis,

1869   reflection, and research (Writing Standard 9)

1870   The CA CCSS for ELA/Literacy and the CA ELD Standards require students

1871   to engage with complex texts to build knowledge across the curriculum. When

1872   provided with differentiated instruction using informational text, English learners can

1873   acquire and practice using academic language in different content areas, including

1874   linguistic structures and strategies for organizing text and communicating ideas, as

1875   well as domain-specific words and phrases. Reading informational text and

1876   engaging in research can help English learners acquire academic language and

1877   build their disciplinary knowledge. In relation to engaging in research specifically,

1878   instruction can:

1879   • Encourage students with first language literacy backgrounds to draw upon
1880   this resource to help them locate, evaluate, and analyze information (e.g., by
1881   pairing grade-level texts in their native language with texts in English at or
1882   above their reading level in English).

1883   • Assist students in selecting reading and drafting strategies appropriate for
1884   varied research tasks (e.g., using different types of note-taking templates for
1885   different types of text).

1886   • Teach students how not to plagiarize. Provide explicit guidance on the
1887   conventions of textual ownership and citations in U.S. academic settings,
1888   alongside clear yet critical explanations of the purposes these conventions
1889   serve.

1890   • Create opportunities that allow English learners to learn research processes
1891   by participating in teacher guided and collaborative endeavors before
1892   attempting research independently.

Foundational Skills in Grades 6-12/Supporting All Learners

1894   The CA CCSS for ELA/Literacy do not
1895   include foundational reading skills standards for
1896   grades six through twelve. Students progressing
1897   at a normal pace through the standards will have
1898   gained a strong foundation in these early literacy
1899   skills by the time they leave fifth grade. However,
1900   students who for a variety of reasons have not
1901   developed proficiency in the foundational reading
1902   skills by the time they enter grade six will need
1903   intensive instruction in these skills so that they
1904   can access grade-level content as soon as possible.

1905   This section addresses teaching foundational skills to students who may enter
1906   middle or high school needing foundational skills instruction: struggling readers,
1907   students with disabilities, and English learners.

1908   ***Struggling Readers and Students with Disabilities Needing Foundational Skills***

1909   ***Instruction***

1910   A fundamental goal of the Common Core State Standards (CCSS) is to

1911   promote high expectations for all students. Students with disabilities are no

1912   exception. With appropriate supports and accommodations, students with disabilities

1913   can meet the high cognitive demands of the CCSS. Ensuring access and success for

1914   learning begins with the foundational principles of Universal Design for Learning

1915   (UDL) for all students (See Equity and Access Chapter 9). Students with disabilities

1916   may require additional supports, accommodations, and services such as assistive

1917   technology and consultative and/or direct services from special education specialists,

1918   to ensure access to the standards and evidence-based instructional strategies that

1919   maximize the students' knowledge and skill acquisition.

1920   Middle and high school students reading below grade level are very

1921   heterogeneous. They differ in their levels of reading difficulty as well as in the nature

1922   of their reading problems. Some students may have a specific reading disability and

1923   have difficulties reading the words in text accurately and fluently, but they may have

1924   strong vocabulary and language comprehension skills. Other students may be able to

1925   read words accurately, but they have difficulty comprehending because of low

1926   vocabulary or challenges with thinking skills required to construct meaning. Yet, other

1927   students struggle with both reading accurately and fluently as well as with

1928   comprehension. However, all students who struggle with reading share a need for

1929   instruction that is sufficiently powerful to make more than one year's growth in

1930   reading for each year of instruction, rather than the expected annual yearly progress

1931   in reading (Torgesen, and others 2007).

1932   As discussed earlier in this chapter, Kamil, and others (2008) identified five

1933   specific, research-supported recommendations for increasing adolescents'

1934   reading ability (see the Teaching Comprehension Strategies section of this

1935   chapter). The fifth recommendation recognizes that some students need more

1936   intensive interventions and direct explicit instruction in advanced word study

1937   and/or fluency to promote comprehension. So, schools must make available

1938 intensive and individualized interventions for struggling readers. Frequently,

1939 students experiencing reading difficulty are provided with targeted interventions

1940 with increasing levels of intensity, to accelerate their rate of learning, through the

1941 Response to Instruction and Intervention (RtI^2) process. Too often this meant

1942 sending students to a separate setting for intensive interventions in an alternate

1943 curriculum without much collaboration or linkage to the grade-level standards or

1944 curriculum. To increase the opportunity for aligned and supported access to the

1945 CCSS for all students, the RtI^2 process is being expanded as a part of the Multi-

1946 tiered Systems of Support (MTSS). (See Equity and Access Chapter 9 for

1947 additional information on MTSS.)

1948   Although most common instructional needs of adolescent struggling readers

1949 lie in the area of comprehension, the proportion of students with serious problems

1950 reading words in text likely varies from school to school (Torgesen, and others 2007).

1951 The following provides a brief overview of word study and fluency for adolescent

1952 students who struggle in these areas. While word study and fluency are the same

1953 types of skills described in the CCSS for Reading: Foundational Skills for K-5,

1954 instruction in these skills for adolescents must be adapted to meet the cognitive and

1955 social needs of these students.

1956   **Word Study**

1957   Instructional practices that focus on reading at the word level are often called

1958 word study. Reading words involves phonological processing (knowing the speech

1959 sounds in words), an understanding of phonics (letter-sound correspondence), and

1960 the alphabetic principle (the sequence of speech patterns maps to the sequence of

1961 letter patterns). Research indicates that older students who struggle with reading at

1962 the word level benefit from instruction in word study (Boardman, and others 2008).

1963 The proficient use of decoding strategies is a requisite skill for fluent reading. The CA

1964 CCSS for ELA/Literacy that correspond to word study skills include those in the K-5

1965 Reading Foundational Skills strand, as well as the 6-12 Language standard 4b, which

1966 focuses on analyzing word parts (roots and affixes) and patterns of word changes.

1967   While many adolescents struggling with reading are proficient at reading

1968   monosyllabic words, they may lack strategies to decode the multisyllabic words that

1969   are common in complex and content-area text (Archer, Gleason and Vachon 2003).

1970   The student who struggles in this area needs instruction in word recognition and word

1971   analysis (Curtis 2004). Teaching word study helps students understand the

1972   orthography, or the letter patterns and structural features, of words. For example,

1973   students learn how to identify and break words into syllable types (e.g., vowel-

1974   consonant-e, r-controlled vowels) and to read by blending the parts together.

1975   Effective word study instruction also provides information about and strategies

1976   for analyzing words by their parts' meaning and structure. Students are often taught

1977   the meanings of prefixes, suffixes, inflectional endings, roots, and important

1978   vocabulary (Boardman, and others 2008). Students learn to break unknown words

1979   into smaller known units. Using word analysis strategies, students read unknown

1980   words part by part and use known meanings, or semantic features, of the smaller

1981   chunks to assist them in decoding the longer word. Recommended instructional

1982   practices from a meta-analysis of interventions for adolescent struggling readers

1983   include the following (Scammacca, and others 2007):

1984   • Teach students to identify and break words into syllable types.

1985   • Teach students when and how to read multisyllabic words by blending the
1986   parts together.

1987   • Teach students to recognize irregular words that do not follow predictable
1988   patterns.

1989   • Teach students the meanings of common prefixes, suffixes, inflectional
1990   endings, and roots. Instruction should include ways in which words relate to
1991   each other (e.g., trans: transfer, translate, transform, transition).

1992   • Teach students how to break words into word parts and to combine word parts
1993   to create words based on their roots, bases, or other features.

1994   • Teach students how and when to use structural analysis to decode unknown
1995   words.

1996   **Fluency**

1997   Accurate word reading and comprehension relate to fluency (Shinn and Good

1998   1992). Fluent reading does not cause comprehension however, it is a necessary

1999   component of successful reading, and fluency instruction may be useful for older

2000   struggling readers (Rasinski, and others 2005). At present, it is not possible to specify

2001   precise targets for reading fluency and accuracy in adolescent readers when they are

2002   reading grade-level text. Nevertheless, extremely poor skills in this area can seriously

2003   disrupt comprehension (Torgesen, and others 2007). Two instructional practices may

2004   help increase middle school students' fluency: repeated oral reading and non-

2005   repetitive wide reading. The following practices should be standard for both repeated

2006   oral reading and non-repetitive wide reading:

2007   - Track students' gains in fluency and provide frequent feedback to ensure that
2008   they are practicing reading as accurately as possible. Students can monitor
2009   their own progress by maintaining a graph that shows changes in performance
2010   over time.
2011   - Support fluency practice by having a teacher, tutor, or capable peer provide
2012   appropriate models of fluent reading and corrective feedback.
2013   - Involve students in monitoring their own progress toward reading fluency
2014   goals.

2015   Students who are not proficient in word analysis skills are likely to experience

2016   academic difficulties. Early screening and intervention address specific areas of

2017   instruction in a timely manner. Struggling readers--any students experiencing

2018   difficulty learning to read, including those who use nonstandard English, English

2019   learners, and students with disabilities--should receive additional support to become

2020   proficient in reading skills. Instructional support for students should include:

2021   - Flexible groupings for differentiated instruction
2022   - Opportunities to preteach key skills, strategies, and concepts
2023   - Intensive, explicit instruction in decoding and word-recognition skills, which
2024   may include materials at the reading level of students and that are age

2025   appropriate

2026   • Pre-teaching and reteaching the use of Greek and Latin affixes and roots as

2027   clues to determine meaning of unknown words

2028   • Pre-teaching and reteaching word-learning strategies such as using a word's

2029   position or function as clues to determine meaning of unknown words

2030   • Additional direct, explicit instruction in using informational text to analyze

2031   overall text structure and features

2032   • Additional direct, explicit direct instruction in using informational text to cite

2033   evidence as required in text analysis

2034   • Direct, explicit instruction in language development to address grammatical

2035   structures of oral and written standard English

2036   • Vocabulary instruction embedded in context, including academic language and

2037   domain-specific vocabulary

2038   • Reinforcement and extension of the regular classroom program

2039   For those students whose reading achievement is two or more years below

2040 grade level, placement in an intensive intervention program in reading/language arts

2041 should be considered. These stand-alone, accelerated programs, referred to as Tier

2042 3 interventions within the RtI[2] process within MTSS (see Equity and Access Chapter

2043 9) are specifically designed to address the instructional needs of students in grades

2044 four through eight whose reading achievement is two or more years below grade

2045 level (A Look at Grades Seven and Eight in California Public Schools 2012).

2046

Snapshot 7.5 Eighth grade reading intervention class

After reviewing their IEP goals and assessing the foundational skills of her students with special needs, Ms. Rivera separates her students into groups with similar needs. A group of four students works with Ms. Rivera at the reading table; another small group of students works collaboratively with word cards; a third small group reads in the classroom library, and three other students work independently at computers using reading software.

Ms. Rivera leads a small group discussion about morphology and specific roots. She

uses a stand-alone, intensive language arts program designed for specific learners whose academic performance is two or more years below grade level. She has consulted the language arts teacher about what specific roots are being addressed in the general education classroom to help determine her focus.

Another small group of students works in pairs to sort word cards by syllable types, a skill and activity previously taught by Ms. Rivera during small group instruction. They select a word card that has a syllable underlined (e.g., <u>par</u>ticipate), read the word, identify the underlined syllable type, and then place it under the proper syllable type category (i.e., r-controlled). The students also create their own word cards, underlining syllables and then asking their partners to identify the underlined syllable type.

In the next group, each student in the classroom library is engaged in reading a different leveled book from a genre of their choice, to practice the foundational reading skills already taught. The books are categorized in baskets on the shelves. An instructional assistant individually discusses with the students what they are reading, asking clarifying questions to gauge comprehension, and records the data to help gauge progress on goals and guide future instruction.

Finally, the students working at computers are engaged in the individualized reading software which adapts to students' responses. Each student works at a different point in the software on specific skills identified in their IEP goals and present levels.

Ms. Rivera periodically observes all groups to gather observational data. She shares the data she gleans from her observations and that of the instructional assistant with IEP team members, including the general education teachers, providing insight into the instructional levels and needs of the students.

2047   Adapted from Kosanovich and Miller 2010

2048   In this snapshot, the teacher provides direct, explicit, and differentiated
2049   instruction as she works with small groups who share the same reading
2050   difficulties. The instructional materials are designed to meet each student at his or
2051   her level. Motivation and engagement are addressed in several ways. For
2052   example, students were provided opportunities to work in small groups and pairs,
2053   collaborating on assigned tasks, and provided a range of choices of books to
2054   read.

2055 ***English Learners Needing Foundational Skills Instruction***

2056   English learners come to middle school with varying levels of English

2057 proficiency. Depending on their prior educational experiences in their home country

2058 and in the United States, English learners may also have varying degrees of skills

2059 and abilities in foundational reading and writing in English. Some English learners

2060 will have had the benefit of developing foundational literacy skills in their native

2061 language and can transfer this knowledge—including decoding skills and using an

2062 alphabetic writing system—to English (August and Shanahan 2006; De Jong 2002;

2063 Lindholm-Leary and Genesee 2010). As noted in Appendix A of the ELD Standards,

2064 literacy instruction for English learners will need to be adapted based on each

2065 student's literacy profile, which includes: the student's level of oral proficiency in the

2066 native language and in English; the student's level of schooling and previous literacy

2067 experiences in his or her native language; how closely the student's native language

2068 is related to English; and, for students with native language literacy, the type of

2069 writing system used.

2070   Foundational literacy skills, as described in the CCSS K-5 Reading

2071 Standards: Foundational Skills, are the same for all students who need to learn

2072 basic reading and writing skills, including middle and high school students. However,

2073 the way the skills are taught and how quickly the students can be expected to

2074 acquire the basic skills and move on to higher level reading and writing depend on

2075 their age, cognitive level, and previous oral and written literacy experiences in their

2076 native language and/or in English. Since the CCSS Foundational Skills standards

2077 are intended to guide instruction for students in kindergarten through fifth grade,

2078 these standards need to be adapted, using appropriate instructional strategies and

2079 materials to meet the literacy needs of English learners at the secondary level, and

2080 addressing the need to teach foundational literacy skills in an accelerated time

2081 frame. In particular, the curriculum needs to be flexible so that it can address the

2082 different profiles of secondary students needing foundational literacy skills

2083 instruction. Considerations contributing to the variety of student profiles are

2084 described in the CA ELD Standards, Appendix A, p.16.

2085   Figure 7.12 shows the CA CCSS for ELA/Literacy Foundational skills that

2086   need to be adapted for middle school English learners who need these early literacy

2087   skills, based on the students' individual language and literacy characteristics. For

2088   further details on the foundational skills themselves, see CCSS Appendix A, p.17-22.

2089

2090   Figure 7.12 Foundational Literacy Skills: Grade Six through Twelve

	Student Language and Literacy Characteristics	Considerations for Foundational Literacy Skills Instruction	Common Core State Standards for ELA Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	**Phonological Awareness** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.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 (RF.K.1; RF.1.1)
	Foundational Literacy proficiency in a language no using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in leaning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words (RF.K.3; RF.1.3; RF.2.3; RF.4.3; RF.5.3) **Fluency** 4. Read with sufficient accuracy and fluency to support comprehension (RF.5.4 at 6-12 grade level)

Foundational Literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	Review of **Phonological Awareness** skills as needed.

2091   CA ELD Standards, Appendix A, p.17-18

English Language Development in the Six Through Twelfth Grade Span

2094   The California ELD Standards provide teachers with guidance on what they
2095   can expect their English learners to be able to do with English as they gain increasing
2096   proficiency in English as an additional language. All English learners can engage in
2097   complex, cognitively demanding social and academic activities requiring the use of
2098   English, with varying levels of support, depending on linguistic need.

2099   Some English learners enter middle or high school at an *emerging* level of
2100   English language proficiency (ELP). Depending upon the level and extent of previous
2101   schooling they have received, these students may need additional support mastering
2102   certain linguistic and cognitive skills in order to fully engage in intellectually
2103   challenging academic tasks. It is important to note that these students may have
2104   varying levels of native language foundations in literacy. Students can draw upon
2105   knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform
2106   their English language learning to some extent, depending on their native language
2107   oral proficiency and how closely their native language is related to English. Students
2108   with established native language literacy and content knowledge can transfer these
2109   skills and knowledge to English with appropriate instructional support. (See the
2110   section above on Foundational Skills and the CA ELD Standards Appendix A:
2111   Foundational Literacy Skills for English Learners for additional information on
2112   teaching foundational literacy skills to English learners with varying literacy

2113   experiences.) Because middle schools students at the emerging level must continue

2114   learning academic content while learning English, in order not to fall behind in grade

2115   level, it is important to scaffold their content learning at the same time as providing

2116   intensive instruction in English language skills.

2117   Other English learners enter middle or high school at an *expanding* or *bridging*

2118   level of English language proficiency and may be able to communicate fluently using

2119   everyday English, though they still need support in developing academic English.

2120   When English learners exit the *bridging* level of ELP, they can communicate

2121   effectively on grade-appropriate topics with various audiences on a wide range of

2122   familiar and new topics to meet academic demands in a variety of disciplines. How

2123   teachers approach ELD instruction plays a central role in supporting English learners

2124   to advance along the ELD continuum in a steady and even accelerated manner. (For

2125   more detailed information on the ELP levels and what English learners at the

2126   emerging, expanding, and bridging levels of ELD can be expected to do with English,

2127   see the California ELD Standards Overview, p.5-13.)

2128   Unfortunately, many English learners in California schools today may have not

2129   received the support they need to continually progress in English language

2130   development and academic subjects, giving rise to the "long-term English learner"

2131   phenomenon. These long-term English learners have been schooled in the U.S. for

2132   six or more years but have not made sufficient linguistic and academic progress to

2133   meet redesignation criteria and exit English learner status (Olsen 2010). Fluent in

2134   social or conversational English but challenged by literacy tasks, and particularly

2135   disciplinary literacy tasks, these students find it difficult to engage meaningfully in

2136   increasingly rigorous coursework. Long-term English learners need intensive

2137   instruction to accelerate their understanding and use of academic English language

2138   as the amount and complexity of the academic texts they encounter rapidly increase.

2139   ***Integrated and Designated English Language Development***

2140   *Integrated ELD* refers to ELD throughout the day and across the disciplines

2141   for all English learners. In integrated ELD, the CA ELD Standards are used in ELA

2142   and in all disciplines in addition to the CA CCSS for ELA/Literacy and other

2143   content standards to support English learners' linguistic and academic progress.

2144   Throughout the school day, in all their content classes, English learners in grades

2145   six through twelve should engage in activities where they listen to, read, analyze,

2146   interpret, discuss, and create a variety of literary and informational text types.

2147   Through rich experiences that are provided through English, they develop English,

2148   and they build confidence and proficiency in demonstrating their content

2149   knowledge through oral presentations, writing, collaborative conversations, and

2150   multimedia. In addition, when teachers support their students' development of

2151   *language awareness*, or how English works in different situations, they gain an

2152   understanding of how language is a complex, dynamic, and social resource for

2153   making meaning. Through these intellectually rich activities that occur across the

2154   disciplines, English learners develop proficiency in understanding and using

2155   advanced levels of English and in "shifting register" based on discipline, topic,

2156   task, purpose, audience, and text type.

2157   *Designated ELD* is a protected time during the regular school day where

2158   teachers use the CA ELD Standards as the focal standards in ways that build *into*

2159   *and from content instruction* so that English learners develop critical English

2160   language skills, knowledge, and abilities needed for content learning in English.

2161   Designated ELD should not be viewed as separate and isolated from ELA,

2162   science, social studies, mathematics, and other disciplines but rather as an

2163   opportunity during the regular school day to support English learners to develop

2164   the discourse practices, grammatical structures, and vocabulary necessary for

2165   successful participation in academic tasks across the content areas. A logical

2166   scope and sequence for English language development is aligned with the texts

2167   used and tasks implemented in ELA and other content instruction.

2168   Designated ELD is an opportunity to amplify the language English learners

2169   need to develop in order to be successful in school and to augment instruction in

2170   order to meet the particular language learning needs of English learners at

2171   different English language proficiency levels. Examples of designated ELD that

2172   builds into and from content instruction are provided in "vignettes" for ELA/Literacy

2173   and aligned Designated ELD instruction provided in the grade level sections.

2174   ***Primary Language Support, Bilingualism, and Biliteracy***

2175   Research shows that students can use their native language as a resource

2176   to help them learn a new language, and specifically English learners that use of

2177   their native language enhances (rather than detracts from) their learning of

2178   English (August and Shanahan 2006; Genesee, and others 2006). English

2179   learners can transfer elements of spoken and written language in their native

2180   language into English, either directly, when the structures and functions of the two

2181   languages are similar, or indirectly, through contrasting structures and functions

2182   that differ. Students with literacy in their native language can transfer literacy skills

2183   such as understanding and applying the ways a writing system represents sounds

2184   or syllables, or understanding and creating text structures, paragraphs, and

2185   transitions. For example, students will recognize that both their native language

2186   and English have particular forms and formulas for stating an alternative point of

2187   view (e.g., in English, *That's a good point; however, I believe the evidence shows*

2188   *that...*) and can use this knowledge to better select and use appropriate English

2189   constructions. Some ways English learners can use their primary language during

2190   ELA instruction are described below.

2191   • During listening and speaking activities, English learners can share ideas in

2192   their native language with a peer or paraprofessional as they gain

2193   proficiency and confidence in learning how to understand and express the

2194   same ideas in English.

2195   • For reading, English learners may have access to texts on a particular topic

2196   both in their native language and in English, allowing them to read and

2197   understand texts above their English reading level.

2198   • In research activities, English learners may draw evidence from primary or

2199   secondary resources in their native language, summarizing their findings in

2200   English if the teacher does not know their native language.

2201   • Throughout the writing process, English learners may take notes and write

2202   drafts, or discuss ideas and revisions with a teacher, paraprofessional, or

2203   peers in their native language. They can select precise vocabulary and

2204   create varied sentence structures based on comparison and contrast with

2205   their native language.

2206   English learners and native speakers of English enrolled in bilingual or dual

2207   language programs have the opportunity to attain proficient biliteracy. Instruction

2208   in bilingual or dual language programs is designed according to the same

2209   standards and principles indicated for language arts and literacy instruction in this

2210   framework, with adaptations made for instruction in non-English languages as

2211   necessary (e.g., for standards addressing vocabulary and language conventions).

2212   The English/Spanish version of the *CCSS for Spanish Language Arts and Literacy*

2213   provides valuable guidance for primary language program in Spanish. For more

2214   information on programs supporting bilingualism and biliteracy, see chapter 10.

2215   Deaf and hard-of-hearing students may have American Sign Language (ASL)

2216   as a native or primary language. ASL is the signed language of the deaf in the

2217   United States and operates in the visual-gestural modalities rather than the audio-

2218   oral modalities of spoken languages. (For more information on ASL and the ways

2219   deaf students learn English, see chapter 10.) In schools where students are

2220   placed in the mainstream classroom, primary language support for deaf and

2221   hard-of-hearing students who use ASL typically consists of translating oral

2222   (speaking and listening) classroom activities from English into ASL and vice

2223   versa.

2224   • Deaf students view an interpreter (translating live from spoken English to

2225   ASL), or view a video of a speech or performance translated into ASL with

2226   an interpreter or captions (e.g., closed captioning).

2227   • Deaf students sign while an interpreter translates their ASL into spoken

2228   English, or they may record a signed performance using video, and have

2229   captions or voice-over added to translate ASL into English.

2230   • In bilingual schools or programs for deaf students, the language of

2231   instruction is American Sign Language. Students' primary language, along

2232   with printed English, is used throughout the day to provide instructional

2233   content.

2234   • Students view speeches and performances in their primary language.

2235   When instructional materials are not available in ASL, captioning or printed

2236   English is used.

2237   • Students also give presentations and have discussions in their primary

2238   language. Interpreters are not used in the classroom as all teachers are

2239   fluent in American Sign Language; enabling direct instruction in the

2240   students' primary language.

2241

2242 **Introduction to Grade Span Six Through Eight**

2243   Students in grades six through eight are in a period of change, physically and

2244 emotionally as well as cognitively and academically. Sixth graders may be in their first

2245 year of a 6-8 middle school, or in the upper grades of a K-8 elementary school. In

2246 either context, they are bridging the social and intellectual transition from a single

2247 classroom/teacher model to multiple classes and teachers each day. Similarly, sixth

2248 through eighth graders are navigating a diversified school day divided by periods,

2249 accompanied by higher expectations for personal responsibility and academic

2250 performance than in upper elementary school. Middle school students are also

2251 expected to begin engaging in secondary-level academic skills in collaboration,

2252 critical thinking, problem solving, and research, as they improve their reading, writing,

2253 listening, and speaking skills across content areas. English language arts in middle

2254 school builds on the language and literacy abilities that students gained in the earlier

2255 elementary years. This allows them to engage in the increasingly rigorous activities

2256 and products that will be expected of them as career- and college-ready high school

2257 graduates.

2258   During the grades six through eight span, students should encounter book

2259 selections and authors which assist them in becoming broadly literate. They are

2260 increasingly exposed to and expected to show proficiency in literacy in a variety of

2261 genres, not only in English language arts, but also in other academic subjects,

2262 including history/social studies, science, and technical subjects. They are expected to

2263 be able to comprehend literary works and informational and technical materials of

2264 increasing length and complexity, basing their analyses and inferences on explicit

2265 and relevant evidence from the texts. Students in this span are expanding on their

2266 ability to analyze ideas, literary elements, and connections in what they read, hear,

2267 and/or view, while incorporating these skills into their own writing and presentations.

2268 They write and present in different genres, including arguments supported by

2269 evidence, informative/explanatory texts with clear organization, and well-structured

2270 narratives exhibiting effective literary techniques. Their research projects draw on

2271 numerous sources, incorporating multimedia in both the information gathering and

2272   production phases. Middle school students engage in collaborative discussions while

2273   considering ideas and information expressed by others. As they evaluate the impact

2274   of author's choices, their appreciation for uses of language becomes more

2275   sophisticated, including understanding of concepts such as tone, analogy, allusion,

2276   dramatic irony, and connotative meanings. Students also learn to analyze authors'

2277   reasoning and use of complex rhetorical devices and text features. Their control of

2278   conventions of standard English grows more sophisticated, as does their acquisition,

2279   analysis, and use of a range of academic vocabulary. Sixth through eighth graders

2280   who are English learners are engaging in all of these academic activities at the same

2281   time they are learning English as an additional language; some students may be

2282   simultaneously developing literacy and academic skills in languages other than

2283   English.

2284   Middle school is a time when the diversity of students' learning experiences

2285   and needs comes into sharp focus. English learners at the early stages of English

2286   language acquisition who enter U.S. schools in grades sixth through eight face a

2287   particular challenge to learn rigorous, grade-level content while gaining English

2288   language and literacy proficiency. Middle school students who are still classified as

2289   English learners after several years in U.S. schools need particular attention in order

2290   to ensure their academic English skills improve to the extent needed to reach high

2291   expectations of career and college readiness. Students with a primary language other

2292   than English may use their primary language to access information, conduct

2293   research, evaluate and integrate ideas, and use their ideas to communicate their

2294   learning. (See Chapters 2 and 9 for more details on serving the needs of a

2295   linguistically diverse population of students.)

2296   **Grade Six**

2297   Sixth graders may be in their last year of an upper elementary program or

2298   in their first year of a middle school program; in either case, they are expected to

2299   begin advancing in their skills towards college and career readiness by developing

2300   citizenship and becoming broadly literate, as the CA CCSS for ELA/Literacy group

2301   the standards for grade six along with those for grades seven and eight and nine

2302   through twelve. In addition, sixth grade is the first year students are expected to

2303   engage with the standards for Literacy in History/Social Studies, Science and

2304   Technical Subjects, indicating development of reading and writing skills not just in

2305   language arts, but across the content areas. Sixth graders who are entering

2306   school as English learners, or who have been in U.S. schools since the

2307   elementary years but are still designated as English learners, need particular

2308   attention, as their English language and literacy abilities—especially in academic

2309   English—must improve in an accelerated time frame in order for them to be

2310   prepared for the rigors of high school in three more years.

2311   This grade-level section provides an overview of overarching themes of

2312   ELA/literacy and ELD instruction in grade six. It offers guidance for ensuring

2313   English learners have access to ELA and content instruction, including integrated

2314   and designated ELD instruction. Snapshots and vignettes bring several of the

2315   concepts to life. The section concludes with listings of the California's CCSS for

2316   ELA/Literacy and CA ELD Standards for the grade level.

2317   **Key Themes of ELA/Literacy and ELD Instruction in Grade Six**

2318   In this section, the key themes of ELA/Literacy and ELD instruction are

2319   discussed as they apply to grade six. These include **meaning making**, **language**

2320   **development**, **effective expression**, **content knowledge**, and **foundational**

2321   **skills**. See Figure 7.13.
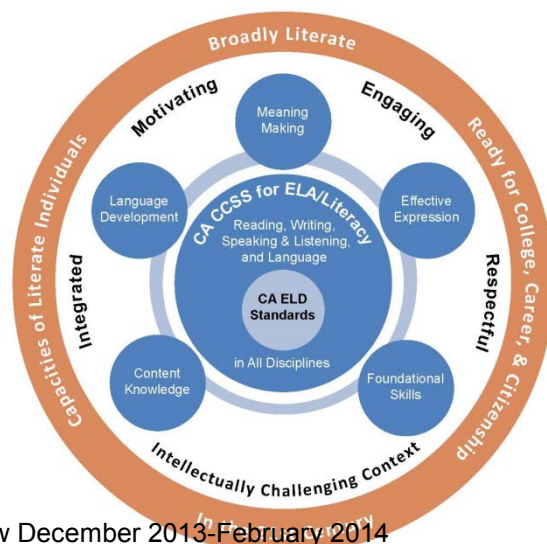
2322

2323   Figure 7.13 Themes and Context

2324   for Implementation of the CA

2325   CCSS for ELA/Literacy and the

2326   CA ELD Standards

2327

2328

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2332

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2334   **Meaning Making**

2335   By sixth grade it is expected that

2336   students are actively reading, writing, and

2337   engaging with more complex literary and

2338   informational texts than those presented in

2339   the elementary grades. It is the beginning of

2340   preparing students for working with

2341   increasingly rigorous texts and developing

2342   the strategies they will need to use

2343   throughout middle and high school. They

2344   are also expanding their content-area

2345   knowledge and actively developing academic literacy in all disciplines including

2346   history/social studies, science, literature, and technical subjects. For sixth grade, the

2347   CA CCSS for ELA/Literacy have a strong focus on making meaning by engaging in

2348   close reading and careful analysis of texts. Students need to learn how to monitor

2349   their own understanding as they read so that when they encounter areas of

2350   confusion they can engage in corrective strategies.

2351   The goal of making meaning in grade six is to help students understand and

2352   use the information they read in meaningful ways. The sixth grade ELA reading

2353   standards for informational text and literature require students to analyze text and

2354   cite evidence to support their understanding of key ideas and supporting details.

2355   Students need to be able to summarize a text's main idea and analyze key

2356   concepts, plot development and ideas that are presented. There is a focus on word

2357   comprehension within the context of the reading passage, analysis of text features,

2358   as well as being able to identify the author's point of view. Students need to be able

2359   to compare and contrast a text to another reading, media item, or piece of

2360   information as well as from one author to another. They also need to be able to trace

2361   an argument's development in a selection of informational text. In higher grades, the

2362   tasks will become more complex. In grade six, it is the foundation that is being set.

2363   For example, the grade six informational reading standards requires students to cite

2364   evidence from one text, and analyze one text to determine one central idea (RI.6.3).

2365   In higher grades this skill will be applied to several pieces of evidence to analyze

2366   more than one idea. Similarly, in grade six, students are asked to compare and

2367   contrast one author's representation of an event with that of another author on the

2368   same topic (RI.6.9). This could be the comparison of a news article in contrast to a

2369   personal memoir of the same event. In later grades students will be asked to

2370   evaluate two or more author's perspectives writing on the same topic that resulted in

2371   two differing interpretations.

2372   In grade six, teachers will need to introduce reading comprehension

2373   strategies to use with challenging text passages and support students as they work

2374   to make meaning of readings (e.g., teaching students how to identify key ideas by

2375   citing evidence using supporting details; determining the meaning of words using

2376   context clues; explaining an author's point of view; comparing and contrasting

2377   information from one article to another text so that students can "by the end of the

2378   year, read and comprehend literary nonfiction in the grades 6–8 text complexity

2379   band proficiently, with scaffolding as needed at the high end of the range." RI.6.10).

2380   The CA ELD Standards for sixth grade indicate a range of type of texts that students

2381   are expected to work with including informational texts that are scientific, historical,

2382   speeches, opinion pieces, biography, debates, and literature examples including

2383   myths, stories, drama, and poetry.

2384   An example of a sixth grade activity is teaching students how to summarize,

2385   so that they clarify what they understand from a reading. Summarizing involves

2386   selecting a topic sentence, and deleting redundant and trivial information to identify a

2387   passage's main idea. Often graphic organizers can be used as a scaffold to support

2388   learning how to write summaries (Boardman, and others 2008). For example, a

2389   teacher might model how to summarize a passage from a history textbook by using

2390   a piece of paper folded into thirds; the top third identifies the main idea, and the

2391   middle and bottom thirds list key details and separate out important supporting

2392   evidence. Then with a partner, the two students would each individually write a

2393   summarizing sentence based on the information in the top section of the paper. Next

2394   they read their sentence to their partner to compare. The students then answer the

2395   following questions after reading their partner's paper: If you hadn't read the text

2396   yourself, would you be able to understand this sentence's main idea? Why or why

2397   not? Is there anything important that should be added? What is it? Is there anything

2398   unimportant that could be left out? What is it? Then students discuss their comments

2399   with each other and revise their summary based on their partner's feedback

2400   (Schoenbach, Greenleaf and Murphy 2012).

2401   When reading informational and narrative literature sixth graders are asked

2402   to begin to separate out their own personal opinions from the meaning that is

2403   conveyed in the text. Making meaning from text in grade 6 involves reading

2404   closely for understanding and using the text for analysis. Students will be asked

2405   increasingly to use the information they garner from readings and apply it as

2406   evidence and analysis in their writing and to support explanations in classroom

2407   discussions. Learning to compare and contrast what they read and hear with other

2408   examples and ideas is a way to begin to integrate knowledge and ideas. In sixth

2409   grade, teaching students to use different strategies for making meaning from texts

2410   is essential as in upcoming grades the texts will become increasing complex and

2411   the tasks increasingly rigorous. Initial mastery of strategies for comprehension will

2412   serve them well as they work to comprehend the text at hand, analyze, and use

2413   the information contained in the reading. Students in sixth grade can start by

2414   practicing making meaning with a range of texts so that later when the texts

2415   become more rigorous they will have confidence in how to approach new

2416   materials.

2417   **Language Development/Academic Language**

2418   As noted in the overview of this chapter,

2419   academic language spans all areas of ELA:

2420   understanding written texts; producing written texts and oral presentations; as well

2421   as knowledge and use of standard English grammar and usage, and of

2422   vocabulary. Thus, elements of academic language are addressed in the sections

2423   on meaning making, effective expression, and content knowledge/disciplinary

2424   knowledge for each grade. This section highlights academic vocabulary

2425   knowledge and skills for grade six. As discussed in chapter 3, a multi-faceted

2426   approach is taken to develop vocabulary. Standards new to grade six include:

2427   • Verify the preliminary determination of the meaning of a word or phrase

2428   (e.g., by checking the inferred meaning in context or in a dictionary).

2429   (L.6.4d)

2430   • Use the relationship between particular words (e.g., cause/effect,

2431   part/whole, item/category) to better understand each of the words. (L.6.5b)

2432   • Distinguish among the connotations (associations) of words with similar

2433   denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful,*

2434   *thrifty*). (L.6.5c)

2435   • Gather vocabulary knowledge when considering a word or phrase

2436   important to comprehension or expression. (L.6.6)

2437   **Effective Expression**

2438   *Writing*

2439   In grade six, expectations for

2440   students' writing content, skills, and

2441   strategies build on those in grade five while

2442   expanding in specific ways. Students

2443   continue to write three different text types

2444   for particular purposes and to conduct

2445   research; however, the CA CCSS for

2446   ELA/Literacy introduce key shifts for the six

2447   through eight span starting in grade six.

2448   Specifically, sixth graders:

2449   • begin writing arguments to support claims with clear reasons and relevant
2450   evidence (a move up from grade five opinion pieces on topics or texts,
2451   supporting a point of view with reasons and information), which carries
2452   through grade eight, and must support their claims with clear reasons and
2453   relevant evidence, using credible sources and demonstrating an
2454   understanding of the topic and text (W.6.1);
2455   • continue to write informative/explanatory texts, as in grade 5, and must now
2456   examine a topic and convey ideas, concepts, and information through the
2457   selection, organization, and analysis of relevant content, using organizational
2458   strategies such as definition, classification, comparison/contrast, and
2459   cause/effect (W.6.2);
2460   • continue to write narratives to develop real or imagined experiences or event
2461   using effective technique and are also expected to use relevant descriptive
2462   details and well-structured event sequences (W.6.3); and
2463   • continue to draw evidence from literary or informational texts to support
2464   analysis, reflection, and research, with the increasingly sophisticated
2465   expectations detailed in the reading standards, such as understanding
2466   different literary genres, and evaluating the argument and claims in literary
2467   nonfiction (W.6.9).
2468   In addition, sixth graders are expected to conduct research and produce
2469 written products with increasing independence and sophistication. Specifically, they
2470 are expected to:
2471   • use the writing process to develop, organize, and review their texts and those
2472   peers, including revising and editing a variety of text types, using appropriate
2473   vocabulary and style (W.6.4-5);
2474   • be able to type a minimum of three pages in a single sitting, while continuing
2475   to show competence in using technology and the internet to produce and
2476   publish writing as well as to interact and collaborate with others (W.6.6); and

2477 • understand how to avoid plagiarism when quoting or paraphrasing the data
2478   and conclusions of others gathered as part of research projects drawing on
2479   multiple sources, and to provide basic bibliographic information for the
2480   sources (W.6.7-8).

2481   Sixth graders are expected to recognize and appropriately use standard
2482 English conventions in their writing. Note that *spelling correctly* is required in grades
2483 six through twelve. Elements of written English conventions of particular focus at this
2484 grade level include:

2485 • attention to pronouns, including the correct use of pronouns in the proper
2486   case and intensive pronouns, as well as the ability to correct shifts in pronoun
2487   number and person and vague pronouns (L.6.1);

2488 • recognizing variations from standard English in their own and others' writing,
2489   and using strategies improve expression in conventional language, and to
2490   maintain consistency in style and tone in their writing (L.6.1, L.6.3);

2491 • varying sentences patterns in their writing for meaning, reader interest, and
2492   style (L.6.3); and

2493 • using punctuation to set off nonrestrictive or parenthetical elements (L.6.2).
2494   Sixth graders need to become familiar with writing for a range of tasks,
2495 purposes, and audiences (W.6.10). Examples of these include:

2496 • Writing an argument in response to a prompt in a 30-minute time frame (e.g.,
2497   as a formative assessment before beginning a unit on argumentative writing,
2498   or as a stand-alone assessment of on-demand writing)

2499 • Writing two accounts of an experience in gathering research, over a one-or
2500   two-day period: one a narrative account for a peer-group audience, the other
2501   an informative essay for an adult, academic audience

2502 • Writing a variety of texts for a semester-long research project, including
2503   summaries of resources, text accompanying multimedia support, and an
2504   explanatory essay

2505   • Writing an in-class response to literature (one or more readings, e.g., a short

2506   story and a poem), followed by a homework assignment to write a creative

2507   narrative piece on the same theme

2508   Sixth graders engage in the writing process to develop written texts across all

2509 these task types, especially for tasks over longer periods of time that include rounds

2510 of review and revision. Also important is recognition of the connections of writing to

2511 reading and discussion. Each of these areas is summarized below.

2512   ***The Reading-Writing Connection***

2513   Reading may be part of a writing task, as with responses to literature or

2514 literary nonfiction, or may be a resource for writing, as with support for arguments or

2515 investigations resulting in informative or explanatory essays. In addition, reading can

2516 be used to support students' learning, as with providing models of writing that the

2517 students can analyze and emulate. Specific activities in which students can engage

2518 that research suggests have positive effects for both reading and writing include:

2519   • Analyzing or interpreting a text

2520   • Answering questions about a text or creating and answering written questions

2521   about a text

2522   • Writing notes about a text

2523   • Writing summaries of a text

2524   • Writing personal reactions to a text

2525   • Reading, analyzing, and emulating models of good writing

2526   (Graham and Hebert 2010; Graham and Perrin 2007)

2527   ***The Discussion-Writing Connection***

2528   Similarly, oral language (or for deaf students using ASL, signing) can help

2529 students develop their writing. As noted in CSU's Expository Reading and Writing

2530 Course (ERWC) (2013), an emphasis on text-based conversations is important

2531 because "discussions about and around text have the potential to increase student

2532 comprehension, metacognition, critical thinking, and reasoning, as well as students'

2533 ability to state and support arguments" (Murphy, and others 2009, 743). The

2534   research-based ERWC "includes strategic conversational practices that offer

2535   students numerous opportunities (in pairs, trios, small and large groups) to

2536   collaboratively investigate through [discussion] (as well as through extensive writing)

2537   high-interest issues based on text composed in diverse genres for different

2538   purposes. Such plentiful occasions for discussion of content, structure, and

2539   rhetorical stance enhance students' curiosity, cultivate engagement, and prepare

2540   them for university-level discourse" (4).

2541   ***Effective Writing Instruction***

2542   In addition to the strategies described above for connecting writing to reading

2543   and discussion, a number of research-based approaches and practices help

2544   students connect writing to writing—learning how the craft is conducted from start to

2545   finish of a writing project, and how all the elements come together in a final product.

2546   An overall process approach is promising, and incorporates many of the other

2547   strategies described in this section. As defined by Graham and Perrin (2007), the

2548   process writing approach "involves a number of interwoven activities, including

2549   creating extended opportunities for writing; emphasizing writing for real audiences;

2550   encouraging cycles of planning, translating, and reviewing; stressing personal

2551   responsibility and ownership of writing projects; facilitating high levels of student

2552   interactions; developing supportive writing environments; encouraging self-reflection

2553   and evaluation; and offering personalized individual assistance, brief instructional

2554   lessons to meet students' individual needs, and in some instances, more extended

2555   and systematic instruction" (19).

2556   The following additional approaches and strategies are also supported by

2557   research as contributing positively to adolescent students' writing quality (Graham

2558   and Perrin 2007).

2559   • Setting product goals (teacher assigns specific, reachable goals for the

2560   writing assignment, including the purpose and characteristics of the final

2561   product)

2562   • Strategies for planning, revising, and editing (instruction in general writing

2563   strategies or in specific strategies for writing a particular text type)

2564   • Collaborative writing (students work together to plan, draft, revise, and edit
2565   their texts)

2566   • Prewriting (students engage in activities designed to help them generate or
2567   organize ideas for their writing task)

2568   ***Incorporating Vocabulary and Conventions of Standard English***

2569   Effective instruction in vocabulary, grammar, and mechanics takes place in
2570 the context of students' production, review, and editing of meaningful written
2571 products. Effective practices include sentence combining exercises (combining two
2572 or more basic separate sentences into a single sentence to construct more complex
2573 and sophisticated sentences (Graham and Perrin 2007), and using checklists or
2574 rubrics for review and revision of select elements of grammar and mechanics in
2575 drafts of students' papers.

2576   ***Writing Considerations for English Learners***

2577   In addition to the strategies listed above that contribute to student success,
2578 English learners may need additional attention in certain areas to ensure their full
2579 inclusion in grade-level writing tasks and activities. First, depending on their region
2580 of origin and extent of school experiences in their home country and in the United
2581 States, English learners may need clarification or explanation of cultural or historical
2582 background on topics that are assumed to be familiar for native English speakers
2583 schooled in the U.S. Second, English learners may need specific and explicit
2584 instruction in particular areas of standard English language grammar, conventions,
2585 and vocabulary—incorporated into the actual practice of their expression of ideas
2586 and content. The following CA ELD Standards focus on the development of
2587 vocabulary, phrases, and sentence structure appropriate for academic texts.

2588   • Determining the meaning of unknown and multiple meaning words, using
2589   knowledge of morphology, context, reference materials, and visual cues
2590   (ELD.PI.6.6c);

2591   • Selecting particular words or phrases to produce an intended effect on the
2592   audience (ELD.PI.6.8);

2593　　• Using modal verbs adverbials to express to express attitudes and opinions
2594　　　(ELD.PI.6.11B);

2595　　• Using a variety of verb phrases, noun phrases, and modifiers to refine
2596　　　meaning and provide details (ELD.PII.6.3-5);

2597　　• Using a variety of sentence structures to show connections between ideas
2598　　　and to provide a level of detail and precision appropriate to academic writing
2599　　　(ELD.PII.6.6-7).

2600　　***Exemplar Text Example***

2601　　　As an example of a piece of writing meeting at least the minimum

2602 expectations for the grade level, an argument that a sixth grader wrote is presented

2603 below in Figure 7.14. The author demonstrates achievement of Writing Standard 1

2604 for Grade Six (write arguments to support claims with clear reasons and relevant

2605 evidence). In this text, the student introduces a claim and organizes reasons and

2606 evidence clearly, supports the claims with reasons and evidence, uses words and

2607 phrases to clarify the relationships between the claim and the reasons, provides a

2608 concluding statement, and maintains a formal style overall. (See sections below on

2609 grades seven and eight for examples of student writing in informative/explanatory

2610 and narrative text types.)

2611   Figure 7.14 Grade Six Exemplar Text Example

File Name: A6R Tom Sawyer **Argument/Opinion** **Range of Writing**	

Tom Sawyer
 	
        Having complicated characters in a book makes the story more interesting, as well as enjoyable to read. Tom Sawyer is one of those kinds of characters that is very complicated and sometimes hard to put into one group, such as likable or dislikable.
        The book *Tom Sawyer*, by Mark Twain, is about a boy, age twelve, named Tom who lives in a small town in Missouri. He lives with his Aunt, Aunt Polly. The Mississippi River, which runs very close to the town is often the center of the excitement. The story is about how Tom grows up in the small town, and the adventures he and his friends have.
        <u>I think that even though Tom does do some very brave and admirable things, the author, Mark Twain, wants us to think of Tom as a character to dislike.</u> For example, Tom often gets his friends into trouble. Also, Tom does sometimes steal things. When it is little things he is stealing, like a doughnut from Aunt Polly, it seems okay. But when it is bigger things from somebody else, it is a big deal because whatever he stole could be important to that person, or it could be necessary for them to survive.
        <u>However, Tom is not *only* dislikable. He has done some very good things and it is easy to see why many people would like him.</u> For example, even when Tom runs away to be a pirate, he still feels that he should say his prayers, even though nobody is there to tell him he has to. He can also be very kind to his friends, and help them when they are stuck in difficult situations, or when they are in trouble.
        One example of Tom being kind to his friends is the time when his friend Becky is in big trouble. She accidentally ripped the school Master's book, that she was not even supposed to open. When the schoolmaster found out that someone had ripped the book, he was furious. He began to ask the students one by one, who had done it. When he came to Becky, Tom knew she would not be able to keep the secret, so he jumped up and yelled, "I done it!" That is an example of a time when Tom did a very brave thing, by taking the blame for Becky.
        Another example of how Tom could be considered a likeable character is when Tom ran off to be a pirate with his friends, Joe Harper and Huckleberry Finn. Even though they had run off so no one could tell them what to do, they found themselves feeling bad about the things they had stolen. They also felt they should still say their prayers, even though nobody was there to tell them to. That shows that even though he had run away to become a pirate, he is still good.
        A third example of how Tom could be considered as a good person is the time when he saved Becky in the cave. It really was his fault that they got lost in the first place, because he lead them further and further in the cave. But in the end, he saved her. He left her and let her sleep, and he traveled around the cave and eventually he found an
	Introduces claim, by giving some context about complicated characters, and about the setting of the text
	
	States a focus / **claim**
	
	Distinguishes claim from opposing claim (that in some ways Tom is likeable). Opposing claim is fully and fairly developed with evidence from the text
	
	Organizes the reasons and evidence clearly

entrance out. He then went back into the cave to find her. Then he makes his way back with her, and they both are able to escape the cave. It was brave of Tom to go back into the cave for Becky.	
A last example of Tom acting as the kind of character you would admire is the time when Tom was going to leave a note for Aunt Polly saying that he was not dead, and had only run away. But Tom did not end up leaving the note. However, he did kiss Aunt Polly in her sleep, before leaving. This shows that even though Tom ran away, he still cares about Aunt Polly, and that is good.	
However, although Tom does show some examples of being a likeable character, he shows even more examples of being dislikable. One example of this is when Tom and Huck witness Injun Joe murder Dr. Robinson. Huck and Tom swear not ever to tell anyone about the murder. Later, Tom breaks the vow, and confesses in front of everyone. But Huck never broke the vow, and in some ways Tom betrayed him. Also, if Tom and Huck had told earlier, but this time agreed to both tell, Muff Potter would not have been falsely accused of murder. If Muff Potter had been proven innocent by Tom and Huck, he would not be in jail for nearly as long as he was, if at all.	Distinguishes claim from opposing claim (that in some ways Tom is likeable). Opposing claim is developed fully and fairly with evidence from the text
Another example of Tom as a dislikeable character is the day he meets the new boy. Almost the minute Tom meets him, they are in a fight. Tom ends up winning, and he beats up the new boy badly. That was a pretty mean thing for Tom to do, especially when it is the new kid.	**Establishes and maintains a formal style**
Another time, Tom steals a whole leg of a ham. He and his friends are playing a game, and Tom takes a ham from a family. That much ham is a lot of meat, and for many families back then, that much meat could last the whole winter. It was a really terrible thing to do, because whoever he stole the meat from, might even need it to survive. Tom should never have stolen that meat. His friends too had taken things like fish or bacon from other families.	Restates claim, then **supports with clear reasons and relevant evidence** from the text about why Tom is dislikeable, **demonstrating an understanding of the text**
A third example of Tom doing something that the reader would think of as a dislikeable thing about Tom, is again, the time when Tom, Huck, and Joe run away. Tom knows that Aunt Polly is worried sick, and very sad. But Tom and his friends don't even leave a note to their parents, or anything to let them know that they are okay. That is a very cruel thing to do to them, to keep them waiting, thinking the boys are dead.	
But the most dislikable thing about Tom is the way Tom takes advantage of his friends. One example of this is when Tom is given the job of whitewashing the fence. Tom tricks his friends into doing his chore. He makes the job seem important by telling his friends that they would not be able to do a good enough job at it. They beg him and they trade him all sorts of things to do his job, and he knows he is being mean, and tricking them. Then Aunt Polly gives him an apple for the good work, that he didn't even do, but he steals a doughnut from her anyway. Later, when Tom goes to Sunday school, he gives his friends back the things they traded him to whitewash the fence, in exchange for bible tickets. The Sunday School gives out a blue ticket for every two verses memorized. Ten blue tickets equaled one red ticket, ten reds equals one yellow, and for ten yellow tickets you got a copy of the bible. Tom traded his whitewashing earnings for enough tickets for a bible. Then in front of the whole Sunday school Tom receives a bible. I think that is a truly nasty thing to do. He basically cheated to get the bible, and he cheated his friends.	**Supports claim with clear reasons and relevant evidence** from the text about why Tom is dislikeable, **demonstrating an understanding of the text** **Uses words, phrases, and clauses to clarify the relationship among claims and reasons**
Overall, Tom Sawyer is a complicated character that the author	**Provides concluding**

wants us to think of as a dislikeable one. Although Tom does do things that are likeable, the dislikable ones outweigh it. A lot can be learned from Tom about people's characteristics, and about what they are really like.	**section** that follows from the argument presented

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In this assignment, the student has read and studied *The Adventures of Tom* Sawyer by Mark Twain. She is responding to a Focusing Question of "Do you think the author wants the reader to think of Tom as a likeable or a dislikeable character?" The writer makes the claim that although Tom is likeable in many ways, the weight of the evidence lies with him being dislikeable.

The writer develops her claim with several reasons. She uses relevant evidence from the text to develop the reasons, showing her understanding of her topic and the text. The writer organizes her ideas clearly and supports her claim with logical reasoning. She uses phrases (such as "*this shows"* and the *"most dislikeable thing about Tom"*) to clarify the relationship between the claim she makes about Tom being dislikable and the reasons and evidence she gives to support the claim. She even includes substantial use of counter-claim ("*However, Tom is not **only** dislikable. He has done some very good things and it is easy to see why many people would like him."*). The writer refutes this by pointing out the weight of the evidence supporting her claim. This use of the counterclaim is not stated in the Standards for this grade level.

The overall tone of the essay is appropriately formal. The writer concludes by restating the focus / claim that Tom is dislikeable and reflects a bit on what can be learned from Tom, which, again, is not required by the Standards at this grade level.

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2612   From achievethecore.org

2613

2614   *Discussing and Presenting*

2615   The speaking and listening standards for sixth grade require students to

2616   actively engage in discussions, make oral presentations, and provide explanations of

2617   materials they have read. In the sixth grade students are expected to contribute

2618   actively to class discussions, ask questions, respond to classmates, and give

2619   constructive feedback. Content knowledge is demonstrated through various means,

2620   including oral presentations, writing, discussions, and multimedia. Effective

2621   expression is also a key component of the CA ELD Standards for sixth grade as

2622   students are asked to interact in meaningful ways, including "exchanging information

2623   and ideas with others through collaborative discussions on a range of social and

2624   academic topics, offering and justifying opinions, negotiating with and persuading

2625   others in communicative exchanges, and listening actively to spoken English in a

2626   range of social and academic contexts." Standards new to sixth grade include:

2627   • Explicitly draw on read and prepared material by referring to evidence on the
2628   topic, text, or issue to probe and reflect on ideas under discussion

2629   • Follow rules for collegial discussions, set specific goals and deadlines, and
2630   define individual roles as needed

2631   • Demonstrate understanding of multiple perspectives through reflection and
2632   paraphrasing

2633   • Interpret information presented in diverse media and formats and explain how
2634   it contributes to a topic, text, or issue under study

2635   • Delineate a speaker's argument and specific claims, distinguishing claims that
2636   are supported by reasons and evidence from claims that are not

2637   • Present claims and findings (e.g., argument, narrative, informative, response
2638   to literature presentations), sequencing ideas logically and using pertinent
2639   descriptions, facts, and details and nonverbal elements to accentuate main
2640   ideas or themes; use appropriate eye contact, adequate volume, and clear
2641   pronunciation.
2642   o Plan and deliver an informative/explanatory presentation that: develops
2643   a topic with relevant facts, definitions, and concrete details; uses
2644   appropriate transitions to clarify relationships; uses precise language
2645   and domain specific vocabulary; and provides a strong conclusion.
2646   o Include multimedia components (e.g., graphics, images, music, sound)
2647   and visual displays in presentations to clarify information.

2648   Teachers can guide students to develop their speaking and listening skills by

2649   using structures and strategies to scaffold students' acquisition of these skills.

2650   Strategies such as reciprocal teaching, jigsaw, and literature circles can provide

2651   students with structured opportunities to engage in collaborative discussions as they

2652   grapple with understanding a selection of text. These strategies involve assigning

2653   students specific roles for their small group discussions. Teachers will need to take

2654   time to teach students the responsibilities of each role so that they know what to do

2655   when they break into small-group work.

2656

2657   Figure 7.15. Small-Group Roles for Nonfiction Discussions

| Summarizer	**Good readers can pick out the important concepts from the reading and retell them in their own words.** Your job is to prepare a clear summary of the text to share with your group. Identify three to five key ideas or important concepts from the text, excluding any specific details. You may need to synthesize or combine the ideas to make sure the summary provides a clear overview of the text's purpose and main points. Depending on your particular reading, develop a paragraph or list of sentences that retells these concepts using your own words. **How will you involve other participants in the discussion?** Be prepared to go over the aspects of a good summary and ask the group how to improve yours.
Connector	**Good readers make connections between what they are reading and what they already know in order to help make sense of the text.** Your job is to find connections between the reading and the outside world, including connections to your own life, previous readings, content you have learned from class or news sources, or other information that this text reminds you of. Make at least three connections to specific sections of the reading. For each one, identify the page number (and/or paragraph number) of the text you are connecting to, explain the connection, and if possible, share how this helps you understand the reading better. **How will you involve other participants in the discussion?** Find out if the other members of the group share similar connections. How could you challenge the group to make a connection to previous readings or learning from this class?
Questioner	**Good readers ask questions as they read, noticing when they are confused, curious, or interested in the text.** Your job is to generate questions that you have about the text. Notice questions that pop up as you read and also take time to think of questions after reading. You might include questions you would like to investigate, questions about understanding a key word or important concept, or any other questions you think the group might like to discuss. Write down at least five questions. For each one, write the page number (and/or paragraph number) of the text it corresponds to. **How will you involve other participants in the discussion?** Prepare educated guesses or a sample response to the questions whenever possible, but when sharing your questions, give others a chance to respond first.

Passage/ Quote Finder (nonfiction) or Literary Luminary (fiction)	**Good readers notice interesting, funny, puzzling, or important sections of the text that catch their attention.** Your job is to locate a few special sections of the reading that the group should review and discuss. Find at least three special passages that "jumped out" at you as you were reading. These might be passages that seem especially important, puzzling, written well, controversial, or striking in some way. For each one, identify its page number (and/or paragraph number) and write down your reason for picking it. **How will you involve other participants in the discussion?** Describe how you plan on sharing and discussing the passage with the group (e.g., read aloud, ask someone to read, read silently). What follow-up questions could you ask to spark ongoing conversation? *Note: This role can be presented as "Quote Finder" and require students to look for and write down a particular quote.*
Textbook Detective (nonfiction) or Researcher (fiction)	**Good readers notice the key features of nonfiction text that alert you to important information.** Your job as Textbook Detective is to identify examples of key features in the text that help you understand important ideas. Look for examples of special fonts, illustrations or photographs, graphics, and text organizers (headers, glossary, preface, or vocabulary list). Note the page number, paragraph number, and/or location of the features and describe the important idea they are calling to your attention. **How will you involve other participants in the discussion?** Decide how you will help members find and discuss these features. For example, you might ask "What does this particular part of the text tell us?" or "Did anyone else notice this feature when they were reading?"
Illustrator	**Good readers are able to visualize what they read about to help make the text clearer and easier to understand.** Your job is to create three drawings connected to the reading to share with the group. They can be any combination of drawings, diagram, graph, flowchart or anything else that helps present the information visually. You might want to draw something complex or difficult to understand, an idea that interests you, or something from the text that is easy to draw. Write the page number (and/or paragraph number) within text that this drawing refers to. **How will you involve other participants in the discussion?** When your group meets, do not tell them what the drawing is about. Let them guess and discuss it first, then tell them what the drawing is about and why you chose it. (You might prepare some clues in case your classmates are stuck.) *NOTE: This can be an especially effective role for all students to complete before beginning work on a complex science lab or any assignment that is difficult to understand. For example, you might require students to draw a visual for each component of a lab procedure to demonstrate their comprehension of the activity before beginning the lab.*

Word Wizard	**Good readers are able to pick out key terms or words in a reading and use clues to figure the meaning of new vocabulary.** Your job is to be on the lookout for words that have special meaning, that interest you, or that you think are very important to the story. Find at least five words. Mark some of these key words while you are reading, and then later jot down their definitions, either from the text or from a dictionary or other source. For each one, identify the page number (and/or paragraph number) it is located on and describe why you chose it. **How will you involve other participants in the discussion?** Decide how you will help members find and discuss these words. For example, you might ask, "How does this word fit into the reading?" or "Does anyone know what this word means?"
Discussion Director	Your job is to make sure the group discussion stays on track and that everyone participates. Make a list of what a good discussion would look like. What are questions or prompts you can ask to help the group have a good discussion? *Note: This role can also be added to the role of Summarizer, Questioner, or Passage Master, with the idea that the Discussion Director will present first and then open up discussion to the group. She or he can also ask participants to share their preparation and ask follow-up questions or make connections that help to build ideas.*

2658   Adapted from Daniels 1994

2659   **Content Knowledge/Disciplinary Knowledge**

2660   Reading literature and

2661   informational texts and engaging in

2662   research help develop sixth grade

2663   students' disciplinary knowledge. As

2664   students face increased reading demands

2665   in all sixth grade content areas, improved

2666   comprehension becomes critical to their

2667   academic success. The sixth grade

2668   literature and informational text CCSS

2669   build upon and extend those standards

2670   expected of students as they leave elementary school. Students continue to engage

2671   in increasingly complex knowledge, ideas, concepts, and narratives both in texts in

2672   school and during independent reading. Those standards new to sixth grade include:
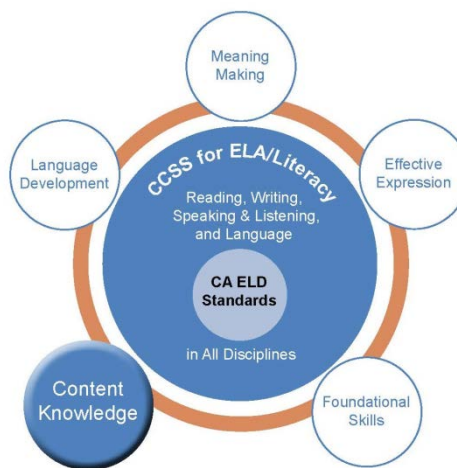
2673   •   *cite text evidence* to explain what the text states as well as inferences drawn.

2674   •   determine a central idea of a text and how it is conveyed through particular

2675   details.

2676   •   provide a summary *distinct from personal opinions and judgments.*

2677   •   describe how a story's plot unfolds in a series of episodes as well as how the

2678   characters respond or change as the plot moves toward resolution

2679   •   analyze how a key individual, event, or idea is introduced, illustrated, and

2680   elaborated in an informational text.

2681   •   determine connotative and technical meanings of words and phrases as they

2682   are used in text and determine how a particular sentence fits into the overall

2683   structure of a text and contributes to the development of the theme, setting,

2684   plot, or ideas.

2685   •   analyze the use of text features (e.g., graphics, headers, captions) in popular

2686   media.

2687   •   explain how an author develops and conveys the point of view of the narrator

2688   or speaker in a text.

2689   •   compare and contrast the experience of reading a story, drama, or poem to

2690   listening to or viewing an audio, video, or live version of the text.

2691   •   apply their knowledge of how to use print and digital sources to locate and

2692   answer questions to integrate information presented in different media or

2693   formats to develop a coherent understanding of a topic or issue.

2694   •   trace and evaluate the argument and specific claims in an informational text,

2695   distinguishing claims that are supported by reasons and evidence from claims

2696   that are not.

2697   •   compare and contrast texts in different forms or genres (e.g., stories and

2698   poems; historical novels, and fantasy stories) in terms of how they approach

2699   similar themes and topics.

2700   •   compare and contrast one author's presentation of events with that of another

2701   in informational texts.

2702   Importantly, by the end of sixth grade, students will read and comprehend

2703   literary nonfiction and informational text in the grades six through eight text

2704   complexity band proficiently, with scaffolding as needed at the high end of the range.

2705   As sixth grade students interact with text, they are also expected to engage in

2706   research to build and present knowledge. The CA CCSS for ELA/Literacy expect

2707   students to use technology (including the Internet) in the production of writing, to

2708   interact and collaborate with others, and to conduct short research projects to

2709   answer a specific question. Sixth grade students learn to gather relevant information

2710   from multiple print and digital sources, assess the credibility of each source, quote

2711   and paraphrase data (avoiding plagiarism), and provide bibliographic information for

2712   sources.

2713   Reading is critical to building disciplinary knowledge in history, social studies,

2714   science, and technical subjects. Because the majority of reading in colleges,

2715   workforce training programs, and careers is sophisticated nonfiction, students must

2716   be able to read complex content-area text independently and with confidence. The

2717   CCSS for Literacy in History/Social Studies, Science, and Technical Subjects are

2718   meant to complement the specific content demands of the disciplines. For example,

2719   the Reading Standards for Literacy in History/Social Studies expect students to cite

2720   specific textual evidence to support analysis of primary and secondary sources;

2721   identify key steps in a text's description of a process related to history/social studies

2722   (e.g., how a bill becomes a law); and analyze the relationship between a primary and

2723   secondary source on the same topic. Other examples from the Reading Standards

2724   for Literacy in Science and Technical Subjects include that students are expected to

2725   follow precisely a multistep procedure when carrying out experiments, taking

2726   measurements, or performing technical tasks (RST.6-8.3); determine the meaning of

2727   symbols, key terms, and other domain-specific words and phrases (RST.6-8.4); and

2728   compare and contrast the information gained from experiments, simulations, video,

2729   or multimedia sources with that gained from reading a text on the same topic

2730   (RST.6-8.9).

2731

2732

Snapshot 7.6 Sixth Grade, Social Studies

2733   [Sixth grade social studies snapshot to be developed]

2734

Wide Reading and Independent Reading

2735

2736   Reading widely and independently is essential to building proficiency in

2737   reading and knowledge across all content areas and to becoming broadly literate.

2738

2739   **Foundational Skills/Supporting All Learners**

2740   For information on teaching foundational

2741   skills to middle school students who need it, see

2742   the overview of this chapter as well as chapter 9,

2743   Equity and Access.

2744

2745   **An Integrated and Interdisciplinary Approach**

2746   As noted several times in this framework,

2747   the CA CCSS for ELA/Literacy and the CA ELD

2748   Standards call for an integration of reading, writing, speaking, and listening. In

2749   addition, these two sets of standards are inextricably linked to every area of the

2750   curriculum. In order for students to learn content in courses across the disciplines,

2751   they must use language in general—and the language of the discipline in

2752   particular—to comprehend, clarify, and communicate concepts. Snapshots and

2753   vignettes provided in the Content Knowledge/Disciplinary Knowledge sections for

2754   grades six, seven, and eight illustrate the integration of the ELA/Literacy strands with

2755   a range of content areas:

2756   • Grade 6 Snapshot: Sixth Grade Social Studies

2757   • Grade 7 Vignette: Seventh Grade Science

2758   • Grade 8 Vignette: Eighth Grade Math

2759   Vignettes focused on ELA and designated ELD content for grade six are provided in

2760   the upcoming section, ELA/Literacy and ELD in Action in Grade Six.

2761   **English Language Development in Grade Six**

2762   In sixth grade, English learners learn English, learn content knowledge

2763   through English, and learn about how English works. English language development

2764   occurs throughout the day across the disciplines and also during a time specifically

2765   designated for developing English based on English learners' language learning

2766   needs. In integrated ELD, sixth grade teachers use the CA ELD Standards to

2767   *augment* the ELA or other content instruction they provide. For example, to support

2768   English learners at the Emerging level of English language proficiency to write an

2769   expository essay, a teacher might provide substantial support in the form of a

2770   graphic organizer that structures the essay into particular text structures (e.g.,

2771   comparison-contrast). She might have the students use a model essay as a "mentor

2772   text" and highlight particular language that is expected in expository essays (e.g.,

2773   use of relevant connectors and comparative forms; general academic vocabulary

2774   relevant to the topic). She might also provide sentence or paragraph frames for key

2775   phases of the essay, and she might also provide bilingual dictionaries so the

2776   students can include precise vocabulary related to the topic and text structure.

2777   Students at the Expanding and Bridging levels of English language proficiency may

2778   not need this level of linguistic support. However, all students will need varying

2779   levels of scaffolding depending on the task, the text, and their familiarity with the

2780   content and the language required to understand and discuss it. Figure 7.16 shows

2781   a section of the CA ELD Standards a teacher might use in planning this type of

2782   differentiated instructional support during ELA.

2783

2784 Figure 7.16 Using the CA ELD Standards in Integrated ELD

English Language Development Level Continuum
→-------- Emerging ----------→----------- Expanding ---------→---------------- Bridging ----------→

10. Writing	10. Writing	10. Writing
a) Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently.	a) Write longer literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and with independently using appropriate text organization.	a) Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

2785

2786   Designated ELD is a protected time during the regular school day during

2787 which qualified teachers work with English learner students grouped by similar

2788 English proficiency levels focusing on the critical language students need to develop

2789 in order to be successful in school subjects. Designated ELD time is an opportunity

2790 to focus on and help English learner students develop the linguistic resources of

2791 English that they need to engage with, make meaning from, and create content in

2792 ways that meet the expectations of the CA CCSS for ELA/Literacy and other content

2793 standards. Accordingly, the CA ELD Standards are the primary standards used

2794 during this designated time. However, the content focus is derived from ELA and

2795 other areas of the curriculum. The main instructional emphases in designated ELD in

2796 the sixth grade are:

2797 • building students' abilities to engage in a variety of collaborative discussions
2798   about content and texts,

2799 • developing students' academic vocabulary and syntax,

2800 • building students' metalinguistic awareness in order to support close reading
2801   and writing of different text types, and

2802   • building students' ability to write coherent and cohesive academic texts in
2803   English.

2804   Students entering U.S. schools in sixth grade at the lower levels of English
2805   language proficiency will need to develop these skills in an *intensive* and *accelerated*
2806   program of English language development study, so that their academic studies are
2807   not compromised. Long-term English learners, that is, students who have been in
2808   U.S. schools since elementary school and have still not advanced beyond
2809   Expanding level proficiency in English, also need *intensive* instruction in academic
2810   English—they need to be explicitly taught how to recognize and analyze academic
2811   vocabulary, sentence structures, discourse structures, and text structures, and must
2812   be expected to actively and accurately use academic language in their own oral and
2813   written expression.

2814   Students build language awareness as they come to understand how
2815   different text types use particular language resources (e.g., vocabulary,
2816   grammatical structures, ways of structuring and organizing whole texts). This
2817   language awareness is fostered when students have opportunities to experiment
2818   with language, shaping and enriching their own language using these language
2819   resources. During designated ELD students should engage in discussions related
2820   to *the content knowledge* they are learning in ELA and other content areas, and
2821   these discussions should promote the use of the language from those content
2822   areas. Students should also *discuss the new language* they are learning to use.
2823   For example, students might learn about the grammatical structures of a particular
2824   complex text they're using in science or ELA, or they might explicitly learn some of
2825   the general academic vocabulary used in the texts they're reading in ELA or social
2826   studies.

2827   In grade six, since designated ELD builds into and from ELA and other
2828   content areas, the focus of instruction will depend on what students are learning
2829   and what they are reading and writing throughout the day. As the texts students
2830   are asked to read become increasingly dense with academic language,
2831   designated ELD may focus more on reading and writing at different points in the

2832   year, particularly for students at the Expanding and Bridging levels of English

2833   language proficiency. Sixth graders are preparing to move into secondary

2834   schooling, or are already in the first year of a secondary school. Their instructional

2835   program, including designated ELD, should reflect the anticipated linguistic and

2836   academic challenges of the secondary curriculum and prepare them for these

2837   challenges. An intensive focus on language, in ways that build into and from

2838   content instruction, supports students' ability to use English effectively in a range

2839   of disciplines, raises their awareness of how English works in those disciplines,

2840   and enhances their understanding of content knowledge. Examples of designated

2841   ELD aligned to different content areas is provided in the snapshots and vignettes

2842   throughout this chapter. For an extended discussion of how the CA ELD

2843   Standards are used throughout the day in tandem with the CA CCSS for

2844   ELA/Literacy and other content standards and as the principal standards during

2845   designated ELD, see Chapter 2.

2846   **ELA/Literacy and ELD in Action in Grade Six**

2847   The research-based implications for ELA/Literacy and ELD instruction in

2848   grade six have been outlined above and in the Overview of the Span section of this

2849   chapter. In the following section, detailed examples are provided to illustrate how the

2850   principles and practices discussed in the preceding sections look in California

2851   classrooms. The examples provided are not intended to present the only ways to

2852   implement the CA CCSS for ELA/Literacy and the CA ELD Standards. Rather, the

2853   vignettes are intended to provide concrete illustrations of how to implement some of

2854   the CA CCSS for ELA/Literacy and CA ELD Standards so that teachers can discuss

2855   the examples and use them as they collaboratively plan lessons, extend their

2856   learning, and refine their practice.

2857   **ELA/Literacy and ELD Vignettes**

2858   The two vignettes below provide examples of using the CA CCSS for

2859   ELA/Literacy and CA ELD Standards for instruction. Vignette 7.1 focuses on

2860   teaching students to closely read an autobiographical narrative in ELA, on a topic

2861 related to the field science. Vignette 7.2 focuses on delving deeper into the language

2862 of the narrative during designated ELD instruction time.

2863   Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge

2864 the importance of reading complex texts closely and thoughtfully to derive meaning.

2865 As Shanahan (2013) has pointed out, the meaning of complex texts "is hidden in the

2866 text and needs to be acquired through careful and thorough analysis and

2867 reanalysis." Accordingly, teachers should prepare close reading lessons carefully

2868 and purposefully before teaching. Teachers should select challenging texts that are

2869 worth reading and rereading, read the texts ahead of time in order to determine why

2870 it might be challenging, and plan a sequence of lessons that build students' abilities

2871 to read complex texts with increasing independence. This requires teachers to

2872 analyze the cognitive and linguistic demands of the texts, including the sophistication

2873 of the ideas or content of the text, students' prior knowledge of the content, and the

2874 complexity of the vocabulary, sentences, and organization of the text.

2875   During instruction, teachers should model how to read text closely by thinking

2876 aloud for students, highlighting the literal and inferential questions they ask

2877 themselves and language and ideas that stand out to them while reading. Teachers

2878 provide concrete methods for students to read more analytically and guide students

2879 to frequently read complex texts using these methods with appropriate levels of

2880 scaffolding. Sixth graders need many opportunities to read a wide variety of complex

2881 texts and to discuss the texts they're reading, asking and answering literal (on the

2882 surface) and inferential (below the surface) text-dependent questions to determine

2883 the meanings in the text and to evaluate how well authors presented their ideas.

2884   Importantly, for English learners, teachers should explicitly draw attention to

2885 text structure and organization and to particular elements of language (e.g., text

2886 connectives, long noun phrases, types of verbs, and verb tenses) in the complex

2887 texts that helped the author convey particular meanings. Examples of specific

2888 elements of language are using text connectives to create cohesion (e.g., *for*

2889 *example*, *suddenly*, *in the end*); long noun phrases to expand and enrich the

2890 meaning of sentences (e.g., "The moral which I gained from the dialogue was the

2891 power of truth over the conscience of even a slaveholder." [CCSS, Appendix B,

2892 p.91]); and complex sentences which combine ideas and convey meaning in specific

2893 ways (in this case, to show cause and effect) (e.g., "Because both Patrick and

2894 Catherine O'Leary worked, they were able to put a large addition on their cottage

2895 despite a lot size of just 25 by 100 feet." [CCSS, Appendix B, p.94]).

2896   Providing English learners with opportunities to discuss the language of the

2897 complex texts they are reading enhances their comprehension of the texts while also

2898 developing their awareness of how language is used to make meaning.

2899   The following vignette illustrates how a teacher might implement the CA

2900 CCSS for ELA/Literacy and the CA ELD Standards during ELA instruction where

2901 close reading is the focus of instruction.

2902

Vignette 7.1 English Language Arts Instruction in Sixth Grade

Close Reading of an Autobiographical Narrative

Background: Ms. Valenti's sixth grade class is in the first year of a sixth through eighth grade middle school. She has a group of 28 students in her English language arts class, which includes English learners and students with disabilities. She plans to address a variety of genres of literature and informational texts throughout the year, which relate to themes across a team of ELA, social studies, math, and science classes. The current theme is "Careers in Action" and Ms. Valenti has selected a reading that may appeal to students from a variety of cultures as it focuses on parents' expectations for their children and how they teach them: the autobiographical narrative, "The Making of a Scientist" by Richard Feynman.

Lesson Context: Ms. Valenti prepared students for this reading by activating their background knowledge on the relationship between parents and their children. She worked with the class to develop interview questions their parents or guardians about what expectations they had for their children, and how they taught them about life. The students interviewed their parents/guardians, and then prepared oral presentations on the results, which they performed in front of the class. Now she is going to have them start a series of close reading lesson on Feynman's reporting of his own childhood, and how it prepared him for his career in science.

Learning Target: The students will analyze a portion of the text, take notes on key ideas and details, and paraphrase the central idea.

Primary CCSS for ELA/Literacy Addressed: RI.6.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments; W.6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research; SL.6.1 - Engage effectively in a range of

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collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly; L6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Primary CA ELD Standards Addressed (Emerging level shown): ELD.PI.6.1 - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas; ELD.PI.6.6b - Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs; ELD.PI.6.10b - Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers); ELD.PII.6.2b - Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending texts and writing texts with increasing cohesion.

Lesson Excerpt: Today's lesson focuses on an autobiographical narrative about a scientist's reminiscences about how his father taught him at an early age to think like a scientist: During this lesson, the first of two or three on the same text, students analyze the ideas in one portion of the text, while focusing on how the author uses vocabulary, syntax, and rhetorical devices to construct the narrative and convey his meaning. In addition, students gain practice in note-taking and paraphrasing.

Ms. Valenti, starts by giving a brief background of the text and author, and checks that students know some key vocabulary that students would not be likely to determine from the context (such as *Encyclopedia Britannica*). Then she reads the whole text aloud, giving students a feeling for the various voices in the narrative, as well as providing an oral introduction to the vocabulary and syntactic structures that may be unfamiliar to them. She then asks the students to write down in their own words what they think the main theme or lesson of the narrative is. Students may then volunteer to share their ideas with the class. Ms. Valenti notes that there are multiple interpretations of the text, and that as the students read and analyze the text they may be able to refine or revise their initial ideas about what the author is expressing both explicitly and implicitly.

Ms. Valenti then asks the students to read the whole text silently, explaining that they will read the text multiple times, and that for this *first* reading, they will not take notes, and that they do not need to worry about understanding every word. The next part of the lesson focuses on close reading of the first three paragraphs of the text, and answering the questions: "What was Feynman's father trying to teach his son with the tiles? Which sentence conveys the central idea in this part of the text?"

Excerpt from the text:
Before I was born, my father told my mother, "If it's a boy, he's going to be a scientist." When I was just a little kid, very small in a highchair, my father brought home a lot of little bathroom tiles—seconds—of different colors. We played with them, my father setting them up vertically on my highchair like dominoes, and I would push one end so they would all go down.

Then after a while, I'd help set them up. Pretty soon, we're setting them up in a more complicated way: two white tiles and a blue tile, two white tiles and a blue tile, and so on. When my mother saw that she said, "Leave the poor child alone. If he wants to put a blue tile, let him put a blue tile."

But my father said, "No, I want to show him what patterns are like and how interesting they are. It's a kind of elementary mathematics." So he started very early to tell me

about the world and how interesting it is.

Ms. Valenti tells students to read these paragraphs and write their reactions to the text as they read. They may want to underline words or phrases they don't understand, and write questions or comments in the margin about the ideas expressed by the author or people the author describes. Working in pairs, the students then discuss their questions and ideas with their partner, while Ms. Valenti walks around assisting them with any unsolved queries, providing explanations to the whole class as relevant. For example, some students may not understand what *seconds* means in reference to bathroom tiles, or may wonder why the father states that "If it's a boy, he's going to be a scientist," and why he wouldn't expect a girl to be a scientist.

Once students seem comfortable with their initial reactions and interpretations of these paragraphs, Ms. Valenti then presents the two questions. She divides the students into heterogeneous selected small groups with assigned roles (three or four)—making sure English Learners are distributed among all groups—to discuss their responses, and then invites one or more members of each group to present to the whole class, leading an open discussion. She creates a chart to write key ideas and details separately, and checks that the students know how to differentiate them, for example, "how to make patterns" or "how to do math" vs. "how interesting the world is."

Ms. Valenti continues to guide the students in annotating the text, discussing its meaning, and paraphrasing select sentences or paragraphs. For homework, she assigns students the task of rereading the passage and refining their answers to the questions discussed in class and their paraphrases.

Next Steps: Ms. Valenti and the students read another selection of the text as they did on the first day. She asks the class to discuss text-dependent questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate. For homework, Ms. Valenti assigns homework that asks students to write an explanation of one of Feynman's examples and the lesson it represents:

  For homework, pick one of the examples that Feynman uses in his piece (the dinosaur, the birds, or the wagon) and in 2-3 paragraphs explain both the example and the lesson Feynman's father was trying to teach him with it.

During the next class period, Ms. Valenti has students peer review and revise the explanatory writing pieces completed for homework, providing them with guiding questions and a rubric focusing on a select set of elements.

Lesson adapted from grade six close reading lesson at achievethecore.org.

Resources

For an example of how to guide students to annotate and question the texts they read, see "Talking to the Text" in Schoenbach, Greenleaf and Murphy 2012, pg.108-110.

The original lessons and complete reading text are available at:
http://achievethecore.org/page/239/the-making-of-a-scientist-by-richard-feynman

Achieve the Core has other CCSS-aligned lessons at each grade level as well as student work samples: www.acheivethecore.org

2903

2904   **Designated ELD Vignette**

2905   The example in vignette 7.1 illustrates good teaching for all students. In

2906   addition to good first teaching, English learners benefit from intentional and

2907   purposeful designated ELD instruction that stems from and builds into content

2908   instruction and focuses on their particular language learning needs. The following

2909   vignette illustrates an example of how designated ELD can build from and into the

2910   types of lessons outlined in vignette 7.2.

2911

Vignette 7.2 Designated ELD Instruction in Sixth Grade

Close Reading of an Autobiographical Narrative: Determining Key Ideas and Details through Analysis of Connectors

Background: During designated ELD, Mr. Pais teaches a class of students at the Expanding level of English language proficiency. Most of the students first entered school in the United States about a year ago, and have exited the Emerging level into his class. The students are fairly fluent in everyday spoken English; Mr. Pais focuses on intensive study of oral and written academic language.

Lesson Context: Mr. Pais has consulted with Ms. Valenti so that he knows what the students are working on in ELA, and which areas she sees for improvement. Ms. Valenti noticed that while the English learners were engaged with the narrative text, understood the main ideas, and could contribute to class discussions, they had more difficulty pointing to particular details in the text that supported the central idea, and in paraphrasing the author's ideas.

Learning Target: Students will analyze connectors in sentences and across paragraphs to better understand how to identify the key idea and details in a passage; they will also practice using connectors in their own writing when paraphrasing ideas in the passage.

Primary CA ELD Standards Addressed (Emerging level shown): ELD.PI.6.1 - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas; ELD.PI.6.6b - Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs; ELD.PI.6.10b - Write increasingly concise summaries of texts and experiences using complete sentences and key words; ELD.PII.6.6 - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas.

Lesson Excerpt: Mr. Pais goes through the selection of text the students studied in ELA class, making sure the students understand the vocabulary and sentence structures, and pointing out how these linguistic elements combine to make the author's story vivid and compelling. For example, he may break down a complex sentence to help students see the meaning in each part, and how the whole creates a picture of the narrated event. He checks that the students know key vocabulary (in boldface), asking students to volunteer if they know the meaning and can explain it to the others. For this lesson he has on hand a set of dominoes so that students can use them

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both to explain what dominoes are and to demonstrate the way the author and his father piled up the tiles. He also points out the meaning and use of connectives (in boldface and italics) within the sentence. He begins by reviewing and analyzing text using -*wh* questions.

"We played with them, my father setting them up vertically on my highchair like dominoes, and I would push one end so they would all go down."

We played with them,	(what did the author and his father do?)
my father setting them up	(what did his father do with the tiles?)
vertically	(how did he set them up?)
on my **highchair**	(where did he set them up?)
like **dominoes**,	(what did they look like?)
and I would push one end	(what did the author do next?)
so they would all go down.	(why did the author push them?)

Mr. Pais then gives students a graphic organizer so that students can sort the different elements of the sentence into a detail/key idea structure. In this way, students recognize that there are three details that describe how the dominoes were set up: "vertically", "on the highchair", and "like dominoes".

Next, Mr. Pais expands the graphic organizer so that "my father setting them up" becomes a detail—one of three attached to an unknown main idea. Students are asked to figure out what the other two details are, as well as the main idea that draws them all together. By pointing out the connectors (underlined above), Mr. Pais guides students until they see that "my father setting them up", "*and* I would push one end", plus "*so* they would all go down" are all similar and linked—these are the details. Mr. Pais asks what these details all have in common? After students can identify that the clauses all describe the process of playing with the tiles, they then highlight the specific text that matches that idea: "We played with them".

Mr. Pais continues to guide the students in annotating the text, discussing its meaning, and asking students to take turns paraphrasing select sentences. He scaffolds their participation and understanding by providing graphic organizers and charts that depict relationships between key ideas and details and provide a visual representation of how to paraphrase. He thinks aloud as he explains a step-by-step process by which words are used as resources that can be substituted to construct paraphrasing. Finally, students are asked to craft a compound or complex sentence that paraphrases the main idea of playing with tiles while also incorporating the three details. Students are encouraged to use connectors and words that that are *similar but not identical* to those in the original text.

As a final step, Mr. Pais then expands the organizer further, and asks students if all three paragraphs can be organized under a main idea. He guides the class to find any connecting words (e.g., at the start of the paragraphs, the subordinate adverbial clauses). Once identified, students discuss the relationships that are indicated by those connectors as well as how they relate to each other. In particular, Mr. Pais points out the way the father contradicts the narrator's mother with the conjunction "but". With the three paragraphs distilled into three details on the graphic organizer, the class then discusses the pattern or theme common to all three and identifies a sentence from the text that represents the central idea (result) of the entire excerpt. Again, this exercise concludes with students writing two compound or complex sentences that incorporate both the main idea and the three details of the excerpt. Mr. Pais requires that their writing include three details, just as the excerpt does. Students are further required to include three descriptive details, similar to the sentence that addresses how the tiles were set up (from the first part of the lesson).

Mr. Pais has also selected a few academic vocabulary words to focus on, making sure to expand students' breadth and depth of vocabulary across content areas. For example, in the focus on the word *elementary* ("It's a kind of elementary mathematics") he makes sure students understand the variety of meanings of the word, including common phrases or idioms, and their

use in science and mathematics. Since most of his students are native Spanish speakers, he also elicits their knowledge of cognates, and he and the students compare and contrast the meanings and uses of the word in Spanish and in English. The lesson also includes attention to suffixes that change part of speech: *-ary, -al.* The students work in groups to create charts or maps of the variety of forms and meanings of the new vocabulary words and phrases they are studying.

Example of forms and meanings to include in the vocabulary chart/map:

elementary

- Multiple meanings: elementary school; elementary concept; the elements (weather)
- Chemistry, mathematics: element, elements, elementary
- Idioms/Phrases: "Elementary, my dear Watson," the popular phase attributed to fictional character Sherlock Holmes; "in one's element;" "brave the elements"
- Parts of speech: element (n.); element+s (n. pl.); element+ary (adj.); element+al (adj.)
- Spanish cognates: *elemento, elemental*

To conclude, Mr. Pais assigns students the task of rereading the passage and refining their answers to the questions discussed in class and their paraphrasing orally and in writing asking students to take turns paraphrasing select sentences. When students are done, he asks them to reflect on their learning and rate their knowledge about paraphrasing a main idea as follows:

3 = I got it   2 = almost there   1 = not there yet

Next Steps: Mr. Pais collects student work in order to share with Ms. Valenti as they collaborate to plan next instructional steps. His English learners are now ready to go back into ELA class to continue analysis of the autobiographical narrative with deeper understanding of its meaning and structure.

Lesson based on grade six close reading lesson at achievethecore.org.

Resources

The original lessons and complete reading text are available at:
http://achievethecore.org/page/239/the-making-of-a-scientist-by-richard-feynman

Achieve the Core has other CCSS-aligned lessons at each grade level as well as student work samples: www.acheivethecore.org

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2913   **Grade Seven**

2914   Seventh graders may be in their first year of junior high school or in their

2915   second year of a six through eight middle school program; in either case, they are

2916   expected to continue advancing in their skills towards college and career

2917   readiness, developing citizenship, and becoming broadly literate. They continue to

2918   engage with ideas, concepts, knowledge and narrative in literature and

2919   informational text both in what they read in school and independently. In seventh

2920   grade, students are expected to engage with the standards for Literacy in

2921   History/Social Studies, Science and Technical Subjects, strengthening

2922   development of reading and writing skills not just in language arts, but across the

2923   content areas. Seventh graders who are entering school as English learners, or

2924   who have been in U.S. schools since the elementary years but are still designated

2925   as English learners, need particular attention, as their English language and

2926   literacy abilities—especially in academic English—must improve in an accelerated

2927   time frame in order for them to be prepared for the rigors of high school in two

2928   more years.

2929   This grade-level section provides an overview of overarching themes of

2930   ELA/literacy and ELD instruction in grade seven. It offers guidance for ensuring

2931   English learners have access to ELA and content instruction, including integrated

2932   and designated ELD instruction. Snapshots and vignettes bring several of the

2933   concepts to life. The section concludes with listings of the California's CCSS for

2934   ELA/Literacy and CA ELD Standards for the grade level.

2935   **Key Themes of ELA/Literacy and ELD Instruction in Grade Seven**

2936   In this section, the key themes of ELA/Literacy and ELD instruction are

2937   discussed as they apply to grade seven. These include **meaning making**,

2938   **language development**, **effective expression**, **content knowledge**, and

2939   **foundational skills**. See Figure 7.17.

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2945 Figure 7.17 Themes and Context for Implementation of the CA CCSS for

2946 ELA/Literacy and the CA ELD Standards

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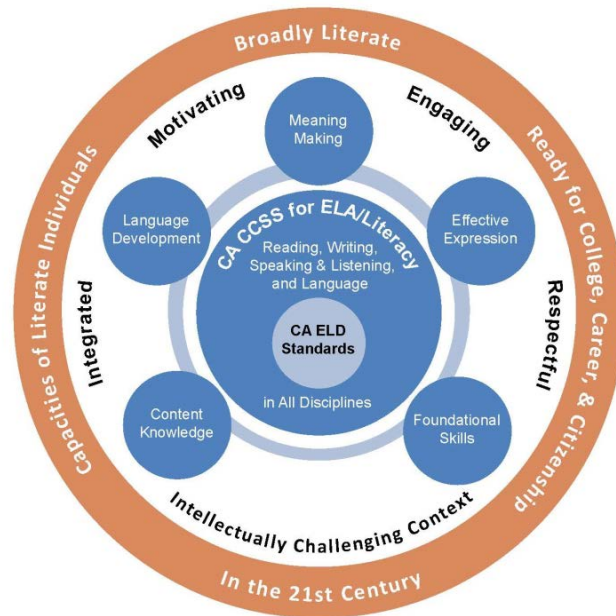
2960 **Meaning Making**

2961   In seventh grade there is the expectation that students are working with more

2962 rigorous levels of text and using their reading comprehension strategies in ways that

2963 empower them to use the information to complete more complex analytical tasks

2964 than were expected in grade six. Students are expected to continue to develop

2965 proficiency in reading, working with more

2966 complex texts as they prepare for the

2967 rigors of high school. Using evidence

2968 from texts, in grade seven students will

2969 need to read carefully in order to grasp

2970 information, ideas, and details to create

2971 their own understanding and arguments

2972   in writing and discussions. Students will work to answer text-dependent questions

2973   using evidence they discover and information they infer from paying close attention

2974   to the meaning of a text. Specifically, using informational texts, in grade seven

2975   students will need to cite not just one (as in grade six) but several pieces of textual

2976   evidence to determine more than one main idea in a text and write an objective

2977   summary (RI.7.2). Similarly, increasing the complexity of the task from sixth grade,

2978   seven graders are asked to analyze two or more authors writing on the same topic

2979   with different interpretations and be able to show how two different approaches and

2980   uses of evidence resulted in very different conclusions and interpretations of facts

2981   (RI.7.9).

2982   By seventh grade it is expected that students are actively reading and writing

2983   and engaging with more complex literary and informational text, expanding their

2984   content-area knowledge, and actively developing their academic vocabulary in

2985   academic disciplines such as history, science, and other subjects so that they can

2986   make meaning of words and phrases that may be similar but hold different meanings

2987   depending upon the academic context.

2988   Making meaning in grade seven involves helping students understand and

2989   use the information they read in meaningful ways. The seventh grade reading

2990   standards for informational text and literature require students to analyze text and

2991   cite evidence to support their understanding of key ideas and supporting details.

2992   Students need to be able to summarize a text's main idea and analyze key

2993   concepts, plot development and ideas that are presented. There is a focus on word

2994   comprehension within the context of the reading passage, analysis of text features,

2995   as well as being able to identify the author's point of view. Students need to be able

2996   to compare and contrast a text to another reading, media item, piece of information,

2997   from one author to another, as well as trace the development of an argument in a

2998   selection of informational text. In grade seven, teachers will need to introduce

2999   reading comprehension strategies to use with challenging text passages and support

3000   students as they work to making meaning of readings. For example, teaching

3001   students how to identify key ideas and cite evidence using supporting details,

3002   determining the meaning of words using context clues, explaining an author's point

3003   of view, comparing and contrasting information from one article to another text so

3004   that students can "by the end of the year, read and comprehend literary nonfiction in

3005   the grades six through eight text complexity band proficiently, with scaffolding as

3006   needed at the high end of the range." (RI.7.10) The CA ELD Standards for seventh

3007   grade indicate a range of type of texts that students are expected to work with

3008   including informational texts that are scientific, historical, speeches, opinion pieces,

3009   biography, debates, and literature examples including myths, stories, drama, and

3010   poetry.

3011   In grade seven, there is a continuation of teaching students to engage in

3012   making meaning from informational and literary texts by using specific reading

3013   comprehension strategies. (e.g., training students to use think alouds to make

3014   meaning from text is an effective tool for building reading comprehension). Students

3015   need a toolbox of strategies that they can use to make meaning from text.

3016   The think-aloud process helps students to practice strategies that facilitate

3017   making meaning from text. It helps them to focus on understanding what they read

3018   and identifying when their understanding is clouded or needs clarification. The

3019   teacher can begin by modeling what they are thinking as they read a paragraph of

3020   informational text using phrases such as:

3021   • I predict in the next part…

3022   • This reminds me of…

3023   • I am not sure of…

3024   • I got confused when…

3025   • I think I will have to reread this part to understand what the author means

3026   by…

3027   • So what it's saying is…

3028   (Schoenbach, Greenleaf and Murphy 2012)

3029   Once students are able to distinguish between the conversation inside their

3030   heads while they read and the meaning of the text they will be better prepared for

3031   checking their understanding and moving on to more rigorous levels of text.

3032   **Language Development/Academic Language**

3033   As noted in the overview of this chapter,

3034   academic language spans all areas of ELA:

3035   understanding written texts; producing written

3036   texts and oral presentations; as well as

3037   knowledge and use of standard English

3038   grammar and usage, and of vocabulary. Thus,

3039   elements of academic language are addressed

3040   in the sections on meaning making, effective
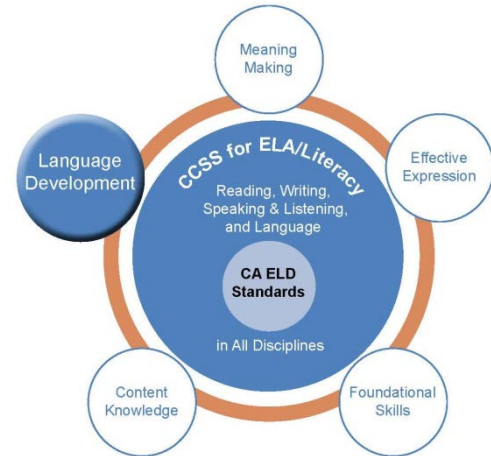
3041   expression, and content knowledge/disciplinary knowledge for each grade. This

3042   section highlights academic vocabulary knowledge and skills for grade seven. As

3043   discussed in chapter 3, a multi-faceted approach is taken to develop vocabulary.

3044   Standards that build on those in grade six or are new to grade seven include:

3045   • Consult general and specialized reference materials (e.g., dictionaries,

3046   glossaries, thesauruses), both print and digital, to find the pronunciation of

3047   a word or determine or clarify its precise meaning or its part of speech or

3048   trace the etymology of words. (L.7.4c)

3049   • Use the relationship between particular words (e.g., synonym/antonym,

3050   analogy) to better understand each of the words. (L.7.5b)

3051   • Distinguish among the connotations (associations) of words with similar

3052   denotations (definitions) (e.g., *refined, respectful, polite, diplomatic,*

3053   *condescending*). (L.7.5c)

3054   • Gather vocabulary knowledge when considering a word or phrase

3055   important to comprehension or expression. (L.7.6)

3056   **Effective Expression**

3057   *Writing*

3058   In grade seven, expectations for students' writing content, skills, and

3059   strategies build on those in grade six while expanding in subtle ways. Students

3060   continue to write three different text types for particular purposes and to conduct

3061   research, while expanding their abilities in key ways. Specifically, seventh graders:

3062   • continue to write arguments, to support

3063   claims and must now acknowledge and

3064   address alternate or opposing claims

3065   and logically organize the reasons and

3066   evidence for the claims they introduce,

3067   support claims or counterarguments

3068   with logical reasoning as well as

3069   relevant evidence, using accurate as

3070   well as credible sources, and create

3071   cohesion (W.7.1);

3072   • continue to write informative/explanatory texts to examine a topic and convey

3073   ideas, concepts, and information through the selection, organization, and

3074   analysis of relevant content, using organizational strategies such as definition,

3075   classification, comparison/contrast, and cause/effect, and must now preview

3076   what is to follow in the introduction of the topic or thesis statement, use

3077   appropriate transitions to create cohesion, and in the conclusion, support the

3078   information or explanation presented (W.7.2);

3079   • continue to write narratives to develop real or imagined experiences or event

3080   using effective technique, relevant descriptive details and well-structured

3081   event sequences, and must now establish a point of view as well as a context

3082   in the introduction, use precise and descriptive language to not only convey

3083   experiences and events, but also to capture the action, and reflect on the

3084   narrated experience or events in the conclusion (W.7.3); and

3085   • continue to draw evidence from literary or informational texts to support

3086   analysis, reflection, and research, with the increasingly sophisticated

3087   expectations detailed in the reading standards, such as comparing and

3088   contrasting a fictional portrayal and a historical account of the same period, or

3089   assessing whether the reasoning in an argument is sound and the evidence is

3090   relevant and sufficient to support the claims (W.7.9).

3091   In addition, seventh graders are expected to conduct research and produce

3092 written products with increasing independence and attention to audience, purpose,

3093 and citation of sources. Specifically, they are expected to:

3094 • continue use the writing process to develop, organize, and review their texts

3095   and those peers, including revising and editing a variety of text types, using

3096   appropriate vocabulary and style, while also focusing on how well audience

3097   and purpose have been addressed (W.7.4-5);

3098 • continue to show competence in using technology and the internet to produce

3099   and publish writing as well as to interact and collaborate with others, now

3100   including linking to and citing sources (W.7.6); and

3101 • generate additional, related, focused questions when conducting research

3102   projects, and while gathering information, use search terms effectively, as

3103   well as assess the credibility and accuracy of each source, quote or

3104   paraphrase the data and conclusions of others, and follow a standard format

3105   for citation (W.7.7-8).

3106   Seventh graders are expected to recognize and appropriately use standard

3107 English conventions in their writing. Note that *spelling correctly* is required at all

3108 secondary grades. Elements of written English conventions of particular focus at this

3109 grade level include:

3110 • explaining the function of phrases and clauses as well as placing them in

3111   sentences and choosing among sentences varying by structure, while

3112   recognizing and correcting misplaced and dangling modifiers (L.7.1);

3113 • recognizing and eliminating wordiness and redundancy in their writing (L.7.3);

3114   and

3115 • using a comma to separate coordinate adjectives (L.7.2).

3116   Seventh graders need to become familiar with writing for a range of tasks,

3117   purposes, and audiences (W.7.10). Examples of these include:

3118   • Writing an argument in response to a prompt in a 30-minute time frame (e.g.,

3119   as a formative assessment before beginning a unit on argumentative writing,

3120   or as a stand-alone assessment of on-demand writing)

3121   • Writing two accounts of an experience in gathering research, over a one-or

3122   two-day period: one a narrative account for a peer-group audience, the other

3123   an informative essay for an adult, academic audience

3124   • Writing a variety of texts for a semester-long research project, including

3125   summaries of resources, text accompanying multimedia support, and an

3126   explanatory essay

3127   • Writing an in-class response to literature (one or more readings, e.g., a short

3128   story and a poem), followed by a homework assignment to write a creative

3129   narrative piece on the same theme.

3130   Seventh graders engage in the writing process to develop written texts across

3131   all these task types, especially for tasks over longer periods of time that include

3132   rounds of review and revision. Also important is recognition of the connections of

3133   writing to reading and discussion. Each of these areas is summarized below.

3134   ***The Reading-Writing Connection***

3135   Reading may be part of a writing task, as with responses to literature or

3136   literary nonfiction, or may be a resource for writing, as with support for arguments or

3137   investigations resulting in informative or explanatory essays. In addition, reading can

3138   be used to support students' learning, as with providing models of writing that the

3139   students can analyze and emulate. Specific activities in which students can engage

3140   that research suggests have positive effects for both reading and writing include

3141   (Graham and Hebert 2010; Graham and Perrin 2007):

3142   • Analyzing or interpreting a text

3143   • Answering questions about a text or creating and answering written questions

3144   about a text

3145   • Writing notes about a text

3146   • Writing summaries of a text

3147   • Writing personal reactions to a text

3148   • Reading, analyzing, and emulating models of good writing

3149   ***The Discussion-Writing Connection***

3150   Similarly, oral language (or for deaf students using ASL, signing) can help

3151 students develop their writing. As noted in the ERWC (2013), an emphasis on text-

3152 based conversations is important because "discussions about and around text have

3153 the potential to increase student comprehension, metacognition, critical thinking, and

3154 reasoning, as well as students' ability to state and support arguments" (Murphy, and

3155 others 2009, 743). The research-based ERWC (2013) "includes strategic

3156 conversational practices that offer students numerous opportunities (in pairs, trios,

3157 small and large groups) to collaboratively investigate through [discussion] (as well as

3158 through extensive writing) high-interest issues based on text composed in diverse

3159 genres for different purposes. Such plentiful occasions for discussion of content,

3160 structure, and rhetorical stance enhance students' curiosity, cultivate engagement,

3161 and prepare them for university-level discourse" (4).

3162   ***Effective Writing Instruction***

3163   In addition to the strategies described above for connecting writing to reading

3164 and discussion, a number of research-based approaches and practices help

3165 students connect writing to writing—learning how the craft is conducted from start to

3166 finish of a writing project, and how all the elements come together in a final product.

3167 An overall process approach is promising, and incorporates many of the other

3168 strategies described in this section. As defined by Graham and Perrin (2007), the

3169 process writing approach "involves a number of interwoven activities, including

3170 creating extended opportunities for writing; emphasizing writing for real audiences;

3171 encouraging cycles of planning, translating, and reviewing; stressing personal

3172 responsibility and ownership of writing projects; facilitating high levels of student

3173 interactions; developing supportive writing environments; encouraging self-reflection

3174 and evaluation; and offering personalized individual assistance, brief instructional

3175   lessons to meet students' individual needs, and in some instances, more extended

3176   and systematic instruction" (19).

3177   The following additional approaches and strategies are also supported by

3178   research as contributing positively to adolescent students' writing quality (Graham

3179   and Perrin 2007).

3180   • Setting product goals (teacher assigns specific, reachable goals for the

3181   writing assignment, including the purpose and characteristics of the final

3182   product)

3183   • Strategies for planning, revising, and editing (instruction in general writing

3184   strategies or in specific strategies for writing a particular text type)

3185   • Collaborative writing (students work together to plan, draft, revise, and edit

3186   their texts)

3187   • Prewriting (students engage in activities designed to help them generate or

3188   organize ideas for their writing task)

3189   ***Incorporating Vocabulary and Conventions of Standard English***

3190   Effective instruction in vocabulary, grammar, and mechanics takes place in

3191   the context of students' production, review, and editing of meaningful written

3192   products. Effective practices include sentence combining exercises (combining two

3193   or more basic separate sentences into a single sentence to construct more complex

3194   and sophisticated sentences (Graham and Perrin 2007), and using checklists or

3195   rubrics for review and revision of select elements of grammar and mechanics in

3196   drafts of students' papers.

3197   ***Writing Considerations for English Learners***

3198   In addition to the strategies listed above that contribute to students success,

3199   English learners may need additional attention in certain areas to ensure their full

3200   inclusion in grade-level writing tasks and activities. First, depending on their region

3201   of origin and extent of school experiences in their home country and in the United

3202   States, English learners may need clarification or explanation of cultural or historical

3203   background on topics that are assumed to be familiar for native English speakers

3204   schooled in the U.S. Second, English learners may need specific and explicit

3205   instruction in particular areas of standard English language grammar, conventions,

3206   and vocabulary—incorporated into the actual practice of their expression of ideas

3207   and content. The following CA ELD Standards focus on the development of

3208   vocabulary, phrases, and sentence structure appropriate for academic texts.

3209   • Determining the meaning of unknown and multiple meaning words, using

3210   knowledge of morphology, context, reference materials, and visual cues

3211   (ELD.PI.7.6c);

3212   • Selecting particular words or phrases to produce an intended effect on the

3213   audience (ELD.PI.7.8);

3214   • Using modal verbs adverbials to express to express attitudes and opinions

3215   (ELD.PI.7.11B);

3216   • Using a variety of verb phrases, noun phrases, and modifiers to refine

3217   meaning and provide details (ELD.PII.7.3-5);

3218   • Using a variety of sentence structures to show connections between ideas and

3219   to provide a level of detail and precision appropriate to academic writing

3220   (ELD.PII.7.6-7).

3221   ***Exemplar Text Example***

3222   An informative essay that a seventh grader wrote is presented below in Figure

3223   7.18. The author demonstrates achievement of Writing Standard 2 for Grade

3224   Seven: Write informative/explanatory texts to examine a topic and convey ideas,

3225   concepts, and information through the selection, organization, and analysis of

3226   relevant content. The writer introduces the topic and organizes ideas, concepts,

3227   and information using a comparison/contrast strategy, and develops the topic

3228   using relevant facts and details. The essay includes appropriate transitions as well

3229   as precise language and domain-specific vocabulary, maintaining a formal style. A

3230   concluding statement, while simple, follows from the information provided. (See

3231   the grade six section for an argument exemplar, and the grade eight section for a

3232   narrative exemplar.)

3233

3234   Figure 7.18. Grade Seven Exemplar Text Example

File Name: I7R Question 1 Informative/Explanatory Range of Writing	
Question 1 Jean Baptiste de Lamarck and Charles Darwin were both naturalists that had theories about organisms getting helpful variations. Lamarck's theory was called the theory of acquired characteristics and Darwin's was called the theory of evolution by natural selection. **Lamarck and Darwin's theories are the same and different in some ways**. Darwin and Lamarck's theories were very different. Darwin theory said that organisms **get helpful variation before changes in the environment**. He thought they got the variation by chance at birth. He explained that the reason giraffes had long necks was because some giraffes had a variation which was a longer neck. The giraffes with short necks could only get food on the ground so they had to compete for it so they died. The giraffes with the long necks did not have to compete because they could get the food up high and they survived and passed the long necks onto their young. Lamarck theory said that **organisms got helpful variation after a change in the environment**. He said that giraffes got long necks when the food on the ground ran out. The giraffes needed to eat food and there was food up high so they stretched out their necks. They then passed it on to their young. **Their theories are different because** Lamarck thought that organisms changed out of need and after a change in the environment and Darwin thought **organisms changed by chance** when they were born and before there was a change in the environment. **Darwin and Lamarck's theories were very different but they were also very similar**. They both thought that organisms changed. They thought these changes could be very useful and could help them survive. The changes could then get passed down to the young. That is how Lamarck and Darwin's theories are similar. Lamarck and Darwin's theories are both the same and different in some ways.	**Introduces the topic clearly, previewing what is to follow:** The writer gives provides general context, background information about the theories of evolution of Lamarck and Darwin, states the main point, and signals that similarities and differences in the theories will be the essay's focus. **Organizes ideas, concepts, and information using comparison/contrast.** This paragraph discusses differences between the two theories, first describing Darwin's theory and then Lamarck's. **Develops topic with appropriate,** accurate facts and concrete details about theories of evolution; **provides analysis of content** **Uses precise and domain-specific vocabulary and a formal style.** **Uses appropriate transitions to clarify relationships among ideas and concepts** **Provides a concluding statement, which follows from**

| | the information provided |
| | |

> For this summative assessment from a seventh-grade science unit, students were asked to explain the differences and similarities in Lamarck's and Darwin's theories of evolution, respectively. This writer provides some background information about Lamarck's and Darwin's theories in the introduction and then establishes his focus on similarities and differences in Darwin's and Lamarck's theories, which serves also to preview his compare/contrast organizational structure.
>
> The writer organizes his essay by first discussing differences between the two theories and then the similarities. He uses appropriate transitions to clarify relationships among ideas and concepts. Within each chunk, the writer uses precise language and domain-specific vocabulary to characterize the theories and analyze them. This makes the writer's thinking and understanding easy to follow.
>
> The tone of the essay is objective and the style formal—both appropriate for science writing. The conclusion follows from the information given. Though it is a simple restatement, this is appropriate for a content assessment.

3235   From achievethecore.org

3236

3237   ***Discussing and Presenting***

3238   The speaking and listening standards for seventh grade build and expand

3239   upon those standards from sixth grade. Seventh grade students are required to

3240   actively engage in discussions, make oral presentations and provide explanations of

3241   materials they have read citing evidence from text and informational materials in their

3242   presentations and discussions. Seventh grade students are expected to contribute

3243   actively to class discussions, ask questions, respond to classmates, and give

3244   constructive feedback. Content knowledge is demonstrated through various means,

3245   including oral presentations, writing, discussions, and multimedia. Effective

3246   expression is also a key component of the CA ELD Standards for seventh grade as

3247   students are asked to interact in meaningful ways, including "exchanging information

3248   and ideas with others through collaborative discussions on a range of social and

3249   academic topics, offering and justifying opinions, negotiating with and persuading

3250   others in communicative exchanges, and listening actively to spoken English in a

3251   range of social and academic contexts." Those standards new to seventh grade

3252   include:

3253   • Tracking progress of specific goals when engaging in collaborative discussions

3254   • Analyzing the main ideas and supporting details presented in diverse media
3255   and formats (e.g., visually, quantitatively, orally) and explain how the ideas
3256   clarify a topic, text, or issue under study

3257   • Delineating a speaker's attitude toward the subject, evaluating the soundness
3258   of the reasoning and the relevance and sufficiency of the evidence

3259   • Present claims and findings (e.g., argument, narrative, summary
3260   presentations), emphasizing salient points in a focused, coherent manner with
3261   pertinent descriptions, facts, details, and examples; use appropriate eye
3262   contact, adequate volume, and clear pronunciation.

3263   o Plan and present an argument that: supports a claim, acknowledges
3264   counterarguments, organizes evidence logically, uses words and
3265   phrases to create cohesion, and provides a concluding statement that
3266   supports the argument presented

3267   o Include multimedia and visual displays to clarify claims and findings and
3268   emphasize salient points

3269   Providing students with sample sentence starters can help students to engage
3270   in speaking and listening activities with more confidence. For example, when
3271   students are working in small groups to engage in a discussion these sentence
3272   starters can help students to ask questions to engage in the conversation.

3273

3274   Figure 7.19. Sentence Starters

Ask a Question:

1. What do you mean when you say _____?

2. Why do you think that _____?

3. Can you give an example?

4. Why does _____ do _____?

5. I think _____ is confusing because _____.

6. If I could ask _____ one question, this would be my question:

7. Why does the author _____?

3275   Doing What Works

3276

3277   **Content Knowledge/Disciplinary Knowledge**

3278   Reading literature and informational

3279   texts and engaging in research help develop

3280   seventh grade students' disciplinary

3281   knowledge. As students face increased

3282   reading demands in all seventh grade content

3283   areas, improved comprehension becomes

3284   critical to their academic success. The

3285   seventh grade literature and informational text

3286   CCSS build upon and extend those standards

3287   expected of students as they leave sixth grade. Standards new to seventh grade

3288   include:

3289   • cite *several pieces* of textual evidence from literature and informational texts to

3290   support analysis of what the text says explicitly as well as inferences from the

3291   text.

3292   • analyze the theme's development over the course of a text

3293   • determine two or more central ideas and analyze their development over the

3294   course of the text.

3295   • analyze how particular elements of a story or drama interact and analyze the
3296   interactions between individuals, events, and ideas in an informational text.
3297   In terms of craft and structure, seventh graders will

3298   • analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration)
3299   on a specific verse or stanza of a poem or section of a story or drama as well
3300   as the impact of a specific word choice on meaning and tone of an
3301   informational text.

3302   • analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet)
3303   contributes to its meaning and analyze the structure an author uses to
3304   organize text, including the use of text features (e.g., graphics, headers,
3305   captions) in public documents

3306   • analyze how an author develops and contrasts the points of view of different
3307   characters and narrators in literature and analyze how the author distinguishes
3308   his or her position from that of others in an informational text.

3309   • compare and contrast a story, drama, or poem to its audio, filmed, staged, or
3310   multimedia version, and analyze the effects of techniques unique to each
3311   medium (e.g., lighting, sound, color).

3312   • compare and contrast an informational text to an audio, video, or multimedia
3313   version of the text, analyzing each medium's portrayal of the subject.

3314   • assess whether the reasoning is sound and the evidence is relevant and
3315   sufficient to support the claims.

3316   • compare and contrast a fictional portrayal of a time, place, or character and a
3317   historical account of the same period as means of understanding how authors
3318   of fiction use or alter history.

3319   In terms of informational text, seventh graders analyze how two or more authors
3320   writing about the same topic shape their presentations of key information by
3321   emphasizing different evidence or advancing different interpretations of facts.
3322   Importantly, by the end of seventh grade, students will read and comprehend

3323   literature and informational text in the grades six through eight text complexity band

3324   proficiently, with scaffolding as needed at the high end of the range.

3325   As seventh grade students interact with text, they are also expected to engage

3326   in research to build and present knowledge. The CCSS expect students to use

3327   technology (including the Internet) in the production of writing, interact and

3328   collaborate with others, and conduct short research projects to answer a specific

3329   question. Seventh grade students learn to gather relevant information from multiple

3330   print and digital sources, using search terms effectively, assess the credibility of each

3331   source, quote and paraphrase data (avoiding plagiarism), and follow a standard

3332   format for citation.

3333   Reading is critical to building disciplinary knowledge in history, social studies,

3334   science, and technical subjects. Because the majority of reading in colleges,

3335   workforce training programs, and careers is sophisticated nonfiction, students must

3336   be able to read complex content-area text independently and with confidence. The

3337   CCSS for Literacy in History/Social Studies, Science, and Technical Subjects are

3338   meant to complement the specific content demands of the disciplines. For example,

3339   the Reading Standards for Literacy in History/Social Studies expects students to cite

3340   specific textual evidence to support analysis of primary and secondary sources;

3341   identify key steps in a text's description of a process related to history/social studies

3342   (e.g., how a bill becomes a law); and analyze the relationship between a primary and

3343   secondary source on the same topic. Other examples from the Reading Standards

3344   for Literacy in Science and Technical Subjects include that students are expected to

3345   follow precisely a multistep procedure when carrying out experiments, taking

3346   measurements, or performing technical tasks (RST.6-8.3); determine the meaning of

3347   symbols, key terms, and other domain-specific words and phrases (RST.6-8.4); and

3348   compare and contrast the information gained from experiments, simulations, video, or

3349   multimedia sources with that gained from reading a text on the same topic (RST.6-

3350   8.9).

3351

Vignette 7.3 Seventh Grade, Science

Mr. Schoen's seventh grade science students are sitting in pairs and each pair has a science article and a blank graphic organizer. The article has five adhesive tape flags placed strategically throughout it. The graphic organizer is a table with three columns and six rows. The titles of the columns are labeled: Text Says, I Know, and Inference.

Text Says	I Know	Inference

Mr. Schoen explains, "Today, we are going to use information from the text combined with your background knowledge of acids and bases to make inferences. Who remembers what an inference is?" He calls on a student who says, "An inference is a conclusion or a judgment about what you are reading."

Mr. Schoen continues, "Well done. Who knows how you make an inference or what you use to come to your conclusion?" Another student answers, "You use what you read and what you know to come to a conclusion or make an inference."

"That's right, you use what you read in the text and connect that to information that you already know, or your background knowledge, to make an inference. Making inferences is important when you are reading because sometimes the author does not explicitly state important information. So, making inferences will help you understand what you are reading. But making inferences is also important to scientific investigations. Here is an example of making an inference from the article you read for homework last night." Mr. Schoen turns on the smart board and reads the following:

Dry ice is added to a solution of bromothymol blue indicator and water. The solution changes color. When sodium hydroxide is added, the solution temporarily changes back to the original color.*

*Source: Acid/Base column. In Activities: K-12 Outreach: NSF Science and Technology Center for Environmentally Responsible Solvents and Processes. Retrieved from NSF website:
http://www.sciencehouse.org/CO2/activities/co2/acidbase.html

The teacher then thinks aloud, "I wonder why the color of the water is changing? If I'm reading about this or watching it happen in a cylinder, I know that I need to think like a scientist and try to figure out what is happening. Well, I know that a color change indicates a chemical reaction or phase change. I think something about the dry ice reacted with the water and the sodium hydroxide reversed that reaction. Because I know that water is usually neutral, I can infer that the color changes are related to turning the water acidic or neutralizing it with a base. The sodium hydroxide returned the water solution to its original color, so it must be a base. I will record this on my graphic organizer."

Text Says	I Know	Inference
Solution changed color when dry ice was added and changed back when sodium hydroxide was added	Color changes indicate chemical reactions or phase changes	Dry ice made the water solution acidic Sodium hydroxide neutralized the solution (is a base)

	Water usually has a neutral pH	

> Mr. Schoen describes the activity by saying, "Now it is your turn to make inferences with your partner. You will make five inferences using information on acids and bases from the same article, your background knowledge, and your partner's background knowledge. Remember to consider what we have read as well as the experiments we have done." He points to the steps of the activity listed on the whiteboard at the front of the room. He says, "First, take turns reading the segments of the article. Stop reading when you get to the first adhesive tape flag. Then you and your partner will discuss what you have read in connection with your background knowledge to make an inference. Use your graphic organizer to write down clues from the text that helped you make your inference under Text Says and things that you know under the I Know column.
> Write your inference in the last column. You will have 30 minutes to complete this activity and then we will discuss your inferences as a whole class. Are there any questions?"
> As the pairs begin to work, Mr. Schoen circulates around the room, monitors student discussion, and provides specific feedback.

Related CA CCSS for ELA/Literacy: RI.7.1, SL.7.1, RST.6-8.1, RST.6-8.4

Related Next Generation Science Standards: MS-PS1-2, Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

3352   Adapted from Kosanovich and Miller 2010

3353

3354   In this scenario, several CA CCSS for ELA/Literacy were addressed. The

3355   teacher provided the students with explicit instruction including clear goals and

3356   directions, modeling, and independent practice. He explicitly described the directions

3357   for the activity, modeled the first item for the students, and then provided independent

3358   practice with feedback. Students engaged in citing textual evidence (RST.6-8.1) in

3359   conjunction with their background to make inferences about informational text

3360   (RI.7.1). Students engaged in collaborative discussions during the whole class,

3361   teacher-led part of the lesson as well as when they worked in pairs to complete the

3362   assignment (SL.7.1). As students completed the task, they determined the meaning

3363   of key terms and domain-specific words and phrases as they were used in the

3364   scientific context (RST.6-8.4). The use of a graphic organizer to help students record

3365   their thinking is also based on research. Working in pairs also addressed motivation

3366   and engagement because students had the opportunity to share ideas, background

3367   knowledge, and information.

3368   **Foundational Skills/Supporting All Learners**

3369   For information on teaching foundational

3370   skills to middle school students who need it, see

3371   the overview of this chapter as well as chapter 9,

3372   Equity and Access.

An Integrated and Interdisciplinary Approach

3374   As noted several times in this framework,

3375   the CA CCSS for ELA/Literacy and the CA ELD

3376   Standards call for an integration of reading,

3377   writing, speaking, and listening. In addition, these

3378   two sets of standards are inextricably linked to every area of the curriculum. In order

3379   for students to learn content in courses across the disciplines, they must use

3380   language in general—and the language of the discipline in particular—to

3381   comprehend, clarify, and communicate concepts. Snapshots and vignettes provided

3382   in the Content Knowledge/Disciplinary Knowledge sections for grades six, seven,

3383   and eight illustrate the integration of the ELA/Literacy strands with a range of content

3384   areas:

- 3385   Grade 6 Snapshot: Sixth Grade Social Studies
- 3386   Grade 7 Vignette: Seventh Grade Science
- 3387   Grade 8 Vignette: Eighth Grade Math

3388   Vignettes focused on ELA and designated ELD content for grade seven are provided

3389   in the upcoming section, ELA/Literacy and ELD in Action in Grade Seven.

English Language Development in Grade Seven

3391   In seventh grade, English learners learn English, learn content knowledge

3392   through English, and learn about how English works. English language development

3393   occurs throughout the day across the disciplines and also during a time specifically

3394   designated for developing English based on English learners' language learning

3395   needs. In integrated ELD, seventh grade teachers use the CA ELD Standards to

3396   *augment* the ELA or other content instruction they provide. For example, to support

3397   English learners at the Emerging level of English language proficiency to write an

3398   expository essay, a teacher might provide substantial support in the form of a

3399   graphic organizer that structures the essay into particular text structures (e.g.,

3400   comparison-contrast). She might have the students use a model essay as a "mentor

3401   text" and highlight particular language that is expected in expository essays (e.g.,

3402   use of relevant connectors and comparative forms; general academic vocabulary

3403   relevant to the topic). She might also provide sentence or paragraph frames for key

3404   phases of the essay, and she might also provide bilingual dictionaries so the

3405   students can include precise vocabulary related to the topic and text structure.

3406   Students at the Expanding and Bridging levels of English language proficiency may

3407   not need this level of linguistic support. However, all students will need varying

3408   levels of scaffolding depending on the task, the text, and their familiarity with the

3409   content and the language required to understand and discuss it. Figure 7.20 shows

3410   a section of the CA ELD Standards a teacher might use in planning this type of

3411   differentiated instructional support during ELA.

3412

3413   Figure 7.20. Using the CA ELD Standards in Integrated ELD

English Language Development Level Continuum		
--------- Emerging -----------→----------- Expanding -----------→----------- Bridging -----------→		
10. Writing	*10. Writing*	*10. Writing*
a) Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.	a) Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and with independently using appropriate text organization.	a) Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

3414

3415   Designated ELD is a protected time during the regular school day where

3416   qualified teachers work with English learners. Students are grouped by similar

3417   English proficiency levels and teachers focus on critical academic language the

3418   students need to develop in order to be successful in academic subjects. Designated

3419   ELD time is an opportunity to focus on and delve deeper into the linguistic resources

3420   of English that English learners must develop in order to engage with and make

3421   meaning from content, express their understanding of content, and create new

3422   content in ways that meet the expectations of the CA CCSS for ELA/Literacy and

3423   other content standards. Accordingly, the CA ELD Standards are the primary

3424   standards used during this designated time. However, the content focus is derived

3425   from ELA and other areas of the curriculum. The main instructional emphases in

3426   designated ELD in the seventh grade are:

3427   • building students' abilities to engage in a variety of collaborative discussions

3428   about content and texts,

3429   • developing students' academic vocabulary and syntax,

3430   • building students' metalinguistic awareness in order to support close reading

3431   and writing of different text types, and

3432   • building students' ability to write coherent and cohesive academic texts in

3433   English.

3434   Students entering U.S. schools in seventh grade at the lower levels of English

3435   language proficiency will need to develop these skills in an *intensive* and *accelerated*

3436   program of English language development study, so that their academic studies are

3437   not compromised. Long-term English learners, that is, students who have been in

3438   U.S. schools since elementary school and have still not advanced beyond Expanding

3439   level proficiency in English, also need *intensive* instruction in academic English—they

3440   need to be explicitly taught how to recognize and analyze academic vocabulary,

3441   sentence structures, discourse structures, and text structures, and must be expected

3442   to actively and accurately use academic language in their own oral and written

3443   expression.

3444   Students build language awareness as they come to understand how

3445   different text types use particular language resources (e.g., vocabulary,

3446   grammatical structures, ways of structuring and organizing whole texts). This

3447   language awareness is fostered when students have opportunities to experiment

3448   with language, shaping and enriching their own language using these language

3449   resources. During designated ELD students should engage in discussions related

3450   to *the content knowledge* they are learning in ELA and other content areas, and

3451   these discussions should promote the use of the language from those content

3452   areas. Students should also *discuss the new language* they are learning to use.

3453   For example, students might learn about the grammatical structures of a particular

3454   complex text they're using in science or ELA, or they might explicitly learn some of

3455   the general academic vocabulary used in the texts they're reading in ELA or social

3456   studies.

3457   In grade seven, since designated ELD builds into and from ELA and other

3458   content areas, the focus of instruction will depend on what students are learning and

3459   what they are reading and writing throughout the day. As the texts students are asked

3460   to read become increasingly dense with academic language, designated ELD may

3461   focus more on reading and writing at different points in the year, particularly for

3462   students at the Expanding and Bridging levels of English language proficiency.

3463   Seventh graders are engaged in secondary schooling; their instructional program,

3464   including designated ELD, should reflect the linguistic and academic challenges of

3465   the secondary curriculum and prepare them for the challenges they will face in high

3466   school. An intensive focus on language, in ways that build into and from content

3467   instruction, supports students' ability to use English effectively in a range of

3468   disciplines, raises their awareness of how English works in those disciplines, and

3469   enhances their understanding of content knowledge. Examples of designated ELD

3470   aligned to different content areas is provided in the snapshots and vignettes

3471   throughout this chapter. For an extended discussion of how the CA ELD Standards

3472   are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other

3473   content standards and as the principal standards during designated ELD, see

3474   Chapter 2.

3475   **ELA/Literacy and ELD in Action in Grade Seven**

3476   The research-based implications for ELA/Literacy and ELD instruction in the

3477   seventh grade have been outlined above and in the Overview of the Span section of

3478   this chapter. In the following section, detailed examples are provided to illustrate how

3479   the principles and practices discussed in the preceding sections look in California

3480   classrooms. The examples provided are not intended to present the only ways to

3481   implement the CA CCSS for ELA/Literacy and the CA ELD Standards. Rather, they

3482   are intended to provide concrete illustrations of how to implement some of the CA

3483   CCSS for ELA/Literacy and CA ELD Standards so that teachers can discuss the

3484   examples and use them as they collaboratively plan lessons, extend their learning,

3485   and refine their practice.

3486   **ELA/Literacy and ELD Vignettes**

3487   The two vignettes below provide examples of using the CA CCSS for

3488   ELA/Literacy and CA ELD Standards for instruction. Vignette 7.4 provides an

3489   example for using the CA CCSS for ELA/Literacy in tandem with the CA ELD

3490   Standards during ELA instruction. Vignette 7.4 focuses on close reading of an

3491   investigative journalism text. Vignette 7.5 focuses on delving deeper into the

3492   language of the text during designated ELD instruction time.

3493   Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge

3494   the importance of reading complex texts closely and thoughtfully to derive meaning.

3495   As Shanahan (2013) has pointed out, the meaning of complex texts "is hidden in the

3496   text and needs to be acquired through careful and thorough analysis and

3497   reanalysis." Accordingly, teachers should prepare close reading lessons carefully

3498   and purposefully before teaching. Teachers should select challenging texts that are

3499   worth reading and rereading, read the texts ahead of time in order to determine why

3500   it might be challenging, and plan a sequence of lessons that build students' abilities

3501   to read complex texts with increasing independence. This requires teachers to

3502   analyze the cognitive and linguistic demands of the texts, including the sophistication

3503   of the ideas or content of the text, students' prior knowledge of the content, and the

3504   complexity of the vocabulary, sentences, and organization of the text.

3505   During instruction, teachers should model how to read text closely by thinking

3506   aloud for students, highlighting the literal and inferential questions they ask

3507   themselves and language and ideas that stand out to them while reading. Teachers

3508   provide concrete methods for students to read more analytically and guide students

3509   to frequently read complex texts using these methods with appropriate levels of

3510   scaffolding. Seventh graders need many opportunities to read a wide variety of

3511   complex texts and discuss the texts they're reading, asking and answering literal (on

3512   the surface) and inferential (below the surface) text-dependent questions to

3513   determine the meanings in the text, and to evaluate how well authors presented their

3514   ideas.

3515   Importantly, for English learners, teachers should explicitly draw attention to

3516   text structure and organization and to particular language resources (e.g., text

3517   connectives, long noun phrases, types of verbs, and verb tenses) in the complex

3518   texts that helped the author convey particular meanings. Examples of specific

3519   language resources are text connectives to create cohesion (e.g., for example,

3520   *suddenly*, *in the end*); long noun phrases to expand and enrich the meaning of

3521   sentences (e.g., "The moral which I gained from the dialogue was the power of truth

3522   over the conscience of even a slaveholder." [CCSS, Appendix B, p.91]); and complex

3523   sentences which combine ideas and convey meaning in specific ways (in this case, to

3524   show cause and effect) (e.g., "Because both Patrick and Catherine O'Leary worked,

3525   they were able to put a large addition on their cottage despite a lot size of just 25 by

3526   100 feet." [CCSS, Appendix B, p.94]). Providing English learners with opportunities to

3527   discuss the language of the complex texts they are reading enhances their

3528   comprehension of the texts while also developing their metalinguistic awareness.

3529   The following vignette illustrates how a teacher might implement the CA CCSS

3530   for ELA/Literacy and the CA ELD Standards during ELA instruction where close

3531   reading is the focus of instruction.

3532

Vignette 7.4 English Language Arts Instruction in Seventh Grade

Close Reading of a Nonfiction Text

Background: Mrs. Massimo's seventh grade English Arts class has 25 students, including students with disabilities and English language learners. Her interdisciplinary team includes the social studies, science, and math teachers. The team plans together to address a variety of genres of literature and

informational texts throughout the year, which relate to themes. Mrs. Massimo wanted her seventh grade students to engage in a close reading of *The Omnivore's Dilemma: The Secrets Behind What You Eat (Young Reader's Edition) by* Michael Pollan. This nonfiction text provides a brief history and science of United States farm ecology.

Lesson Context: The lesson spans at least two days. Mrs. Massimo helps build students' background knowledge of the farming industry she facilitates a class discussion about where their food comes from and reads and an informational article about farm ecology.

Learning Target: The students will read and write to unpack Pollan's investigative journalism of industrial farms, use context to determine meanings of unfamiliar words, and engage in collaborative discussions about why and how farming practices have changed.

Primary CA CCSS for ELA/Literacy Addressed: RI.7 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events); RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone; W.7.1 - Write arguments to support claims with clear reasons and relevant evidence; SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly; L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

Primary CA ELD Standards Addressed (Expanding level shown): ELD.PI.7.1 – Contribute to class, group, and partner discussions; ELD.PI.7.6a – Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts; ELD.PI.7.6c – Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

Lesson Excerpts: First, the teacher and/or skillful student(s) read the text aloud as all students follow along in their own text. Next, Mrs. Massimo asks the students to read the passage independently. After students read the text independently, the teacher asks a series of text dependent questions so the students will reread specific parts of the text in order to respond and engage in collaborative discussions.

Excerpt from the text:

> At the heart of the industrial food chain are huge businesses, **agribusinesses**. The same businesses that create new seeds provide farmers with the tools and fertilizer they need to grow lots of corn. Agribusinesses also need cheap corn from which they make **processed food** and hundreds of other products. To get the corn flowing and keep it flowing, agribusiness depends on government regulations and taxpayer money.
>
> The government started seriously helping corn back in 1947. That was when a huge weapons plant Muscle Shoals, Alabama, switched over to making chemical fertilizer. How can a weapons plant make fertilizer? Because **ammonium nitrate**, the main ingredient in explosives, happens to be an excellent source of **nitrogen**. And nitrogen is one of the main ingredients in fertilizer.
>
> After World War II, the government found itself with a tremendous surplus of ammonium nitrate. There was a debate about what the government should do with the leftover bomb material. One idea was to spray it on forests to help out the timber industry.

But the scientists in the Department of Agriculture had a better idea: Spread the ammonium nitrate on farmland as fertilizer. And so the government helped launch the chemical fertilizer industry. (It also helped start the **pesticide** industry, since insect killers are based on poison gases developed for the war.)

Chemical fertilizer was needed to grow **hybrid corn** because it is a very hungry crop. The richest acre of Iowa soil could never feed thirty thousand hungry corn plants year after year without added fertilizer. Though hybrids were introduced in the thirties, it wasn't until farmers started using chemical fertilizers in the 1950s that corn yields really exploded.

After reading this excerpt from the text, Mrs. Massimo asks text dependent questions to initiate discussion and provide opportunities for students to interact with the text, reread, and use text evidence to answer the questions. The students focus on the text to answer the following questions: What is "agribusiness"? How did the U.S. government help launch the chemical fertilization industry? Why are chemical fertilizers so important and necessary to agribusiness? Students locate the answers in the text and then share their answers with a peer. Then, the whole class discusses the question to ensure understanding. The teacher records notes on chart paper to capture the important points of the discussion.

Most of the meanings of words in this text can be determined from careful reading of the context. As a review during the discussion of the text dependent questions, Mrs. Massimo reviews how to learn vocabulary from contextual clues. For example, she shows the students the following sentences from the text and explains that the definition of a challenging word can be embedded within the sentence, or in a sentence following the challenging word: *Because **ammonium nitrate**, the main ingredient in explosives, happens to be an excellent source of **nitrogen**. And nitrogen is one of the main ingredients in fertilizer*.

Next Steps: For homework, Mrs. Massimo has the students write an argument against the industrial/factory farm, supporting their answers with textual evidence. To generate ideas, she asks the students if they can locate text evidence for an argument against the factory farm. Answers might include:

- o "factory farm produces more food much faster than the old solar-based farm. But the system only works as long as fossil fuel energy is cheap" "the industrial farm is using up more energy than it is producing"

- o "...the industrial farm, is powered with fossil fuels. There's natural gas in the fertilizer and the fossil fuel energy it takes to make the pesticides, the diesel used by the tractors, and the fuel needed to harvest, dry, and transport the corn."

- o Factory farms need chemical fertilizers to grow hybrid corn

For the next class period, students work in pairs using a rubric designed to assess arguments to provide feedback on each other's writing. Students revise their writing and turn in their first draft, rubric, and final writing to the teacher.

Lesson adapted from grade seven close reading lesson at achievethecore.org.

Resources:

The original lessons and complete reading text are available at:
http://www.achievethecore.org/page/31/the-omnivore-s-dilemma-the-secrets-behind-what-you-eat-by-michael-pollan

Achieve the Core has other CCSS-aligned lessons at each grade level as well as student work samples: www.acheivethecore.org

3533

3534   **Designated ELD Vignette**

3535   The example in vignette 7.4 illustrates good teaching for all students. In

3536   addition to good first teaching, English learners benefit from intentional and

3537   purposeful designated ELD instruction that stems from and builds into content

3538   instruction. The following vignette illustrates and example of how designated ELD

3539   can build from and into lessons on close reading during ELA.

3540

Vignette 7.5 Designated ELD Instruction in Seventh Grade

Background: During designated ELD, Ms. Quincy teaches a class of students at the Expanding level of English language proficiency. Many of the students are long-term English learners, that is, they have been in U.S. schools since the elementary grades, but have not reached proficiency in English according to state assessments. All the students are fluent or fairly fluent in everyday spoken language; however, they are not using academic language in their speaking or writing. Ms. Quincy focuses her attention on teaching the students grade-level academic language vocabulary and structures using authentic grade-level texts.

Lesson Context: Ms. Quincy has been collaborating with a team that includes Mrs. Massimo, the ELA teacher, on a series of lessons on reading informational texts for a cross-disciplinary unit on agriculture. Both teachers have noticed that many of the students in the class, especially the boys, show a lack of interest in reading informational texts. Ms. Quincy also realizes that in the ELA class, the focus of vocabulary development is on the domain-specific words in the text, as well as general academic words that most seventh graders are unlikely to know; however, there may be additional general academic words the English learners are unfamiliar with. Ms. Quincy therefore plans to engage her English learners with both the topic and the general academic vocabulary of the text they will read in Mrs. Massimo's class, so that when they begin reading the new informational text, they will be motivated to read, and will be able to access the ideas in the text without being immediately intimidated by the high-level vocabulary.

Learning Target: Students learn and use new general academic and domain-specific vocabulary in the context of discussing a topic they are reading about in ELA class. They practice responding to and asking questions about an academic topic.

Primary CA ELD Standards Addressed (Emerging level shown): ELD.PI.7.1 - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas; ELD.PI.7a – Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of texts; ELD.PI.7c – Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics; ELD.PI.7.8 – Explain how phrasing, different words with similar meaning, or figurative language produce shades of meaning and different effect on the audience.

Lesson Excerpt: Before starting the reading, Ms. Quincy leads the class in a discussion about

---

farming and use of fertilizer. She creates a graphic organizer with discussion questions and has students work in groups to come to consensus on the responses. She has listed different types of food (e.g., wheat, apples, corn, potatoes) along with a set of questions (e.g., Where does this food come from? Who produces it? How is it grown?). Each group reports out on their discussion.

Ms. Quincy then hands out a graphic organizer to the students. The organizer includes questions about the text excerpt they will read in ELA class, specifically designed to elicit key academic words in the response (e.g., What kinds of support do agribusinesses get from the government?). They add any unfamiliar words to a chart which has a column for the academic word and a column for the everyday synonym (e.g., tremendous = huge). Students determine everyday synonyms by asking each other, asking the teacher, or determining the meaning from the context. She then has students tell her where to add these new academic words on a word wall that is divided into columns by parts of speech.

Example of words from the text excerpt organized by parts of speech:
Nouns (what is it?): regulations, surplus, industry
Adjectives (what is it like?): tremendous, industrial
Verbs (what does it do?): launch, exploded
Adverbs (how does it do it?): seriously

Ms. Quincy then has students create new discussion questions, similar to the ones she asked at the beginning of class, using the new vocabulary. Student in each group share their questions with each other, determine where there is overlap, and together create a set of discussion questions on the topic.

Next Steps: The students in Ms. Quincy's class will go to their ELA class with an interest in the topic to be discussed as well as familiarity with much of the academic vocabulary they will encounter in the reading and discussion, giving them confidence to participate and engage in ELA class activities. The additional reading, discussion, and writing they will continue to do on the same topic will allow them to encounter and use these words repeatedly in meaningful contexts.

Lesson based on grade six close reading lesson at achievethecore.org.

Resources

The original lessons and complete reading text are available at:
http://www.achievethecore.org/page/31/the-omnivore-s-dilemma-the-secrets-behind-what-you-eat-by-michael-pollan

Achieve the Core has other CCSS-aligned lessons at each grade level as well as student work samples: www.acheivethecore.org

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3542

3543   **Grade Eight**

3544   Eighth graders are in their last year of junior high school or middle school

3545   and need to be prepared during this year to meet the rigors of a high school

3546   program designed to make students college and career ready, develop citizenship

3547   and become broadly literate. They continue to engage with ideas, concepts,

3548   knowledge and narrative in literature and informational text both in what they read

3549   in school and independently. In eighth grade, students are expected to engage

3550   with the standards for Literacy in History/Social Studies, Science and Technical

3551   Subjects, strengthening development of reading and writing skills not just in

3552   language arts, but across the content areas. Eighth graders who are entering

3553   school as English learners, or who have been in U.S. schools since the

3554   elementary years but are still designated as English learners, need particular

3555   attention, as their English language and literacy abilities—especially in academic

3556   English—must improve in an accelerated time frame in order for them to be

3557   prepared for the rigors of high school in one year.

3558   This grade-level section provides an overview of overarching themes of

3559   ELA/Literacy and ELD instruction in grade eight. It offers guidance for ensuring

3560   English learners have access to ELA and content instruction, including integrated

3561   and designated ELD instruction. Snapshots and vignettes bring several of the

3562   concepts to life. The section concludes with listings of the California's CCSS for

3563   ELA/Literacy and CA ELD Standards for the grade level.

3564   **Key Themes of ELA/Literacy and ELD Instruction in Grade Eight**

3565   In this section, the key themes of ELA/Literacy and ELD instruction are

3566   discussed as they apply to grade eight. These include **meaning making**,

3567   **language development**, **effective expression**, **content knowledge**, and

3568   **foundational skills**. See Figure 7.21.

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3576 Figure 7.21. Themes and Context for Implementation of the CA CCSS for

3577 ELA/Literacy and the CA ELD Standards

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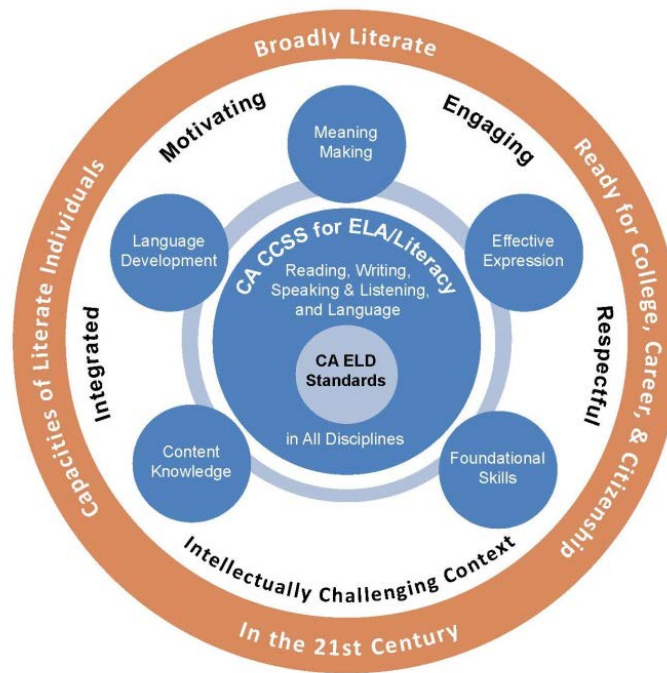
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Meaning Making

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3594 In grade eight, the level of rigor and text

3595 complexity and the ability to generate

3596 meaningful analysis and demonstrate

3597 understanding increases from earlier grades.

3598 The goal of making meaning in grade eight is

3599 to engage students to understand and use the

3600 information they read in developing analysis,

3601 argument, and use of evidence. By grade
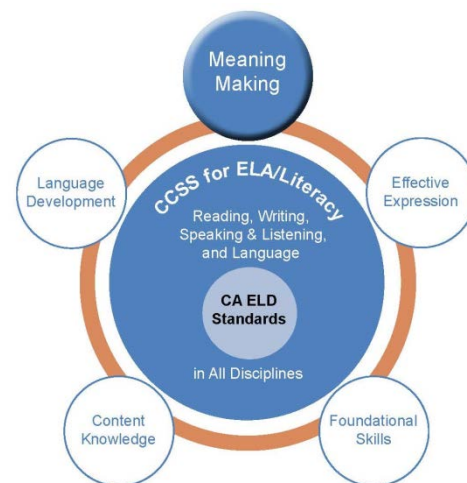
3602   eight the focus on using informational texts increases further and students should be

3603   working with literary passages 45% and informational passages 55% of the time

3604   (National Assessment Governing Board 2008).

3605   They continue their engagement with increasingly complex knowledge, ideas,

3606   concepts, and narratives both in texts in school and during independent reading.

3607   The reading standards for informational text and literature require students to

3608   understand increasingly complex ideas and concepts and be able to analyze text

3609   and cite evidence to support their understanding. There is a focus on

3610   comprehension of words as they are understood in the context of the reading

3611   passage, analysis of text features, and identifying the author's point of view

3612   demonstrated in the text. Students need to be able to compare and contrast a text to

3613   another reading, media item, or piece of information, from one author to another, as

3614   well as trace the development of an argument in a selection of informational text. For

3615   example, in earlier grades students were asked to learn to cite evidence from a text,

3616   draw inferences and determine the central idea and write or explain an objective

3617   summary. In grade eight, students are asked to build on this further and cite the

3618   strongest evidence from a passage to support their analysis of the text. They need to

3619   determine the main idea and also analyze the development of that concept over the

3620   course of the text. The focus goes beyond literal understanding to a deeper level to

3621   analyzing information and using it to form an interpretation of the reading. Students

3622   are asked to draw comparisons, make analogies and draw connections to other

3623   materials and texts they have read. (RI.8.8)

3624   Teachers will need to ensure that students have mastery of reading

3625   comprehension strategies with challenging text passages and support students as

3626   they work to making meaning of readings. For example: teaching students how to

3627   identify key ideas and cite evidence using supporting details, determining the

3628   meaning of words using context clues, explaining an author's point of view,

3629   comparing and contrasting information from one article to another text. There is also

3630   a meta-analysis level that is required of students, to be able to "evaluate the

3631   advantages and disadvantages of using different mediums (e.g., print or digital text,

3632 video, multimedia) to present a particular topic or idea. (RI.8.7) or being able to

3633 "Delineate and evaluate the argument and specific claims in a text, assessing

3634 whether the reasoning is sound and the evidence is relevant and sufficient;

3635 recognize when irrelevant evidence in introduced" using informational texts. (RI.8.8)

3636 To scaffold this skill for students, a teacher might use a graphic organizer with a

3637 sample of text to show how to identify the main argument, supporting details and

3638 then engage students in an analysis showing them how to determine if evidence

3639 is helpful or irrelevant to supporting the main argument.

3640 **Language Development/Academic Language**

3641   As noted in the overview of this chapter,

3642 academic language spans all areas of ELA:

3643 understanding written texts; producing written

3644 texts and oral presentations; as well as

3645 knowledge and use of standard English

3646 grammar and usage, and of vocabulary. Thus,

3647 elements of academic language are addressed

3648 in the sections on meaning making, effective

3649 expression, and content knowledge/disciplinary

3650 knowledge for each grade. This section highlights academic vocabulary

3651 knowledge and skills for grade eight. As discussed in chapter 3, a multi-faceted

3652 approach is taken to develop vocabulary. Standards that build on those in grade

3653 seven or are new to grade eight include:

3654 • Consult general and specialized reference materials (e.g., dictionaries,

3655   glossaries, thesauruses), both print and digital, to find the pronunciation of

3656   a word or determine or clarify its precise meaning or its part of speech or

3657   trace the etymology of words. (L.8.4c)

3658 • Use the relationship between particular words to better understand each of

3659   the words. (L.8.5b)

3660   • Distinguish among the connotations (associations) of words with similar

3661   denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

3662   (L.8.5c)

3663   • Gather vocabulary knowledge when considering a word or phrase

3664   important to comprehension or expression. (L.8.6)

3665   **Effective Expression**

3666   *Writing*

3667   In grade eight, expectations for students' writing content, skills, and strategies

3668   build on those in grade seven while expanding in subtle ways. Students continue to

3669   write three different text types for particular purposes and to conduct research, while

3670   expanding their abilities in key ways. Specifically, eighth graders:

3671   • continue to write arguments and

3672   support claims and must now

3673   distinguish them from alternate or

3674   opposing claims (not just acknowledge

3675   or address them), while continuing to

3676   logically organize the reasons and

3677   evidence for the claims they introduce,

3678   support claims or counterarguments

3679   with logical reasoning as well as

3680   relevant evidence, use accurate as well

3681   as credible sources, and create cohesion (W.8.1);

3682   • continue to write informative/explanatory texts, now including career

3683   development documents, to examine a topic and convey ideas, concepts, and

3684   organize ideas, concepts, and information into broader categories; develop

3685   the topic with not just relevant but well-chosen information and examples, and

3686   use appropriate *and varied* transitions to create cohesion (W.8.2);

3687   • continue to write narratives to develop real or imagined experiences or events

3688   using effective technique, relevant descriptive details and well-structured

3689   event sequences, establish a point of view and context in the introduction,

3690   use precise and descriptive language to convey experiences and events and

3691   capture the action, and reflect on the narrated experience or events in the

3692   conclusion; in addition, narrative techniques may include reflection, and their

3693   use of transition words, phrases and clauses shows the relationship among

3694   experiences and events as well as conveying sequence and signaling shifts

3695   from one time frame or setting to another (W.8.3); and

3696   • continue to draw evidence from literary or informational texts to support

3697   analysis, reflection, and research, with the increasingly sophisticated

3698   expectations detailed in the reading standards, such as analyzing how a

3699   modern work of fiction draws on literary elements from myths, traditional

3700   stories or religious works, or delineating and evaluating the argument and

3701   specific claims in a text (W.8.9).

3702   In addition, eighth graders are expected to conduct research and produce

3703   written products with increasing independence and attention to audience, purpose,

3704   and citation of sources. Specifically, they are expected to:

3705   • continue use the writing process to develop, organize, and review their texts

3706   and those peers, including revising and editing a variety of text types, using

3707   appropriate vocabulary and style, while focusing on how well audience and

3708   purpose have been addressed (W.8.4-5);

3709   • continue to show competence in using technology and the internet to produce

3710   and publish writing as well as to interact and collaborate with others, now

3711   including presenting the relationships between information and ideas

3712   efficiently (W.8.6); and

3713   • continue to conduct short research projects to answer a question, now

3714   including a self-generated question, drawing on several sources and

3715   generating additional related, focused questions *that allow for multiple*

3716   *avenues of exploration*; continue to use search terms effectively while

3717   gathering information, assess the credibility and accuracy of each source,

3718   quote or paraphrase the data and conclusions of others, and follow a

3719   standard format for citation (W.8.7-8).

3720   Eighth graders are expected to recognize and appropriately use standard

3721   English conventions in their writing. Note that *spelling correctly* is required at all

3722   secondary grades. Elements of written English conventions of particular focus at this

3723   grade level include:

3724   • explaining the function of verbals in general and their function in particular

3725   sentences; forming and using verbs in a variety of voices and moods, as well

3726   as recognizing and correcting inappropriate shifts in voice and mood (L.8.1);

3727   • using verbs in various voices and moods to achieve particular effects (L.8.3);

3728   and

3729   • using punctuation to indicate a pause, break, or omission (L.8.2).

3730   Eighth graders need to become familiar with writing for a range of tasks,

3731   purposes, and audiences (W.8.10). Examples of these include:

3732   • Writing an argument in response to a prompt in a 30-minute time frame (e.g.,

3733   as a formative assessment before beginning a unit on argumentative writing,

3734   or as a stand-alone assessment of on-demand writing)

3735   • Writing two accounts of an experience in gathering research, over a one-or

3736   two-day period: one a narrative account for a peer-group audience, the other

3737   an informative essay for an adult, academic audience

3738   • Writing a variety of texts for a semester-long research project, including

3739   summaries of resources, text accompanying multimedia support, and an

3740   explanatory essay

3741   • Writing an in-class response to literature (one or more readings, e.g., a short

3742   story and a poem), followed by a homework assignment to write a creative

3743   narrative piece on the same theme.

3744   Eighth graders engage in the writing process to develop written texts across

3745   all these task types, especially for tasks over longer periods of time that include

3746   rounds of review and revision. Also important is recognition of the connections of

3747   writing to reading and discussion. Each of these areas is summarized below.

3748   ***The Reading-Writing Connection***

3749   Reading may be part of a writing task, as with responses to literature or

3750   literary nonfiction, or may be a resource for writing, as with support for arguments or

3751   investigations resulting in informative or explanatory essays. In addition, reading can

3752   be used to support students' learning, as with providing models of writing that the

3753   students can analyze and emulate. Specific activities in which students can engage

3754   that research suggests have positive effects for both reading and writing include

3755   (Graham and Hebert 2010; Graham and Perrin 2007):

3756   • Analyzing or interpreting a text

3757   • Answering questions about a text or creating and answering written questions

3758   about a text

3759   • Writing notes about a text

3760   • Writing summaries of a text

3761   • Writing personal reactions to a text

3762   • Reading, analyzing, and emulating models of good writing

3763   ***The Discussion-Writing Connection***

3764   Similarly, oral language (or for deaf students using ASL, signing) can help

3765   students develop their writing. As noted in the ERWC (2013), an emphasis on text-

3766   based conversations is important because "discussions about and around text have

3767   the potential to increase student comprehension, metacognition, critical thinking, and

3768   reasoning, as well as students' ability to state and support arguments" (Murphy, and

3769   others 2009, 743). The research-based ERWC (2013) "includes strategic

3770   conversational practices that offer students numerous opportunities (in pairs, trios,

3771   small and large groups) to collaboratively investigate through [discussion] (as well as

3772   through extensive writing) high-interest issues based on text composed in diverse

3773   genres for different purposes. Such plentiful occasions for discussion of content,

3774   structure, and rhetorical stance enhance students' curiosity, cultivate engagement,

3775   and prepare them for university-level discourse" (4).

3776   ***Effective Writing Instruction***

3777   In addition to the strategies described above for connecting writing to reading

3778   and discussion, a number of research-based approaches and practices help

3779   students connect writing to writing—learning how the craft is conducted from start to

3780   finish of a writing project, and how all the elements come together in a final product.

3781   An overall process approach is promising, and incorporates many of the other

3782   strategies described in this section. As defined by Graham and Perrin (2007), the

3783   process writing approach "involves a number of interwoven activities, including

3784   creating extended opportunities for writing; emphasizing writing for real audiences;

3785   encouraging cycles of planning, translating, and reviewing; stressing personal

3786   responsibility and ownership of writing projects; facilitating high levels of student

3787   interactions; developing supportive writing environments; encouraging self-reflection

3788   and evaluation; and offering personalized individual assistance, brief instructional

3789   lessons to meet students' individual needs, and in some instances, more extended

3790   and systematic instruction" (19).

3791   The following additional approaches and strategies are also supported by

3792   research as contributing positively to adolescent students' writing quality (Graham

3793   and Perrin 2007).

3794   • Setting product goals (teacher assigns specific, reachable goals for the

3795   writing assignment, including the purpose and characteristics of the final

3796   product)

3797   • Strategies for planning, revising, and editing (instruction in general writing

3798   strategies or in specific strategies for writing a particular text type)

3799   • Collaborative writing (students work together to plan, draft, revise, and edit

3800   their texts)

3801   • Prewriting (students engage in activities designed to help them generate or

3802   organize ideas for their writing task)

3803   ***Incorporating Vocabulary and Conventions of Standard English***

3804   Effective instruction in vocabulary, grammar, and mechanics takes place in

3805   the context of students' production, review, and editing of meaningful written

3806   products. Effective practices include sentence combining exercises (combining two

3807   or more basic separate sentences into a single sentence to construct more complex

3808   and sophisticated sentences (Graham and Perrin 2007), and using checklists or

3809   rubrics for review and revision of select elements of grammar and mechanics in

3810   drafts of students' papers.

3811   ***Writing Considerations for English Learners***

3812   In addition to the strategies listed above that contribute to student success,

3813   English learners may need additional attention in certain areas to ensure their full

3814   inclusion in grade-level writing tasks and activities. First, depending on their region

3815   of origin and extent of school experiences in their home country and in the United

3816   States, English learners may need clarification or explanation of cultural or historical

3817   background on topics that are assumed to be familiar for native English speakers

3818   schooled in the U.S. Second, English learners may need specific and explicit

3819   instruction in particular areas of standard English language grammar, conventions,

3820   and vocabulary—incorporated into the actual practice of their expression of ideas

3821   and content. The following CA ELD Standards focus on the development of

3822   vocabulary, phrases, and sentence structure appropriate for academic texts.

3823   - Determining the meaning of unknown and multiple meaning words, using

3824   knowledge of morphology, context, reference materials, and visual cues

3825   (ELD.PI.8.6c)

3826   - Selecting particular words or phrases to produce an intended effect on the

3827   audience (ELD.PI.8.8)

3828   - Using modal verbs adverbials to express to express attitudes and opinions

3829   (ELD.PI.8.11B)

3830   - Using a variety of verb phrases, noun phrases, and modifiers to refine

3831   meaning and provide details (ELD.PII.8.3-5)

3832   - Using a variety of sentence structures to show connections between ideas

3833   and to provide a level of detail and precision appropriate to academic writing

3834   (ELD.PII.8.6-7)

3835   ***Exemplar Text Example***

3836   A narrative essay that an eighth grader wrote is presented below in Figure

3837   7.22. The author demonstrates achievement of Writing Standard 3 for Grade Eight:

3838   Write narratives to develop real or imagined experiences or events using effective

3839   technique, relevant descriptive details, and well-structured event sequences. In this

3840   text, the student engages the reader by establishing a point of view and introducing

3841   an extended metaphor, organizes an event sequence that unfolds logically, and

3842   uses narrative techniques such as description, pacing, and internal monologue to

3843   develop the character of the narrator. A variety of transition words, phrases, and

3844   clauses signal shifts from the immediate to the wider setting and time frame, while

3845   precise and descriptive details capture the action and convey the internal turmoil of

3846   the narrator. The conclusion follows from and reflects on the narrated experiences

3847   and events, bringing together the real and metaphorical elements. (See the grade

3848   six section for an argument exemplar and the grade seven section for an

3849   informative/explanatory exemplar.)

3850

3851   Figure 7.22. Grade Eight Exemplar Text Example

File Name: N8R Deadly Ink **Narrative** **Range of Writing**	
Deadly Ink **Queen Elizabeth I** One tiny black leg gracefully sweeps forward. Then five more identical legs immediately follow. The distance covered is just slightly over a mere quarter of an inch. Carried on its face is no discernible expression. The same face carried from the first introduction to oxygen. To freedom. To life. The little bug pauses shortly from its purposeful stride. Yes indeed, there is much happening outside in the country of England. The year is 1587, and the month February. Everyone still wishes me to be married, but I do not think it a wise idea. Should I hand my country over to someone else who will recklessly run England? No. I owe it to my subjects to keep them safe as long	**Engages and orients the reader by establishing a context for narrative.** The key conflict / focus in the story, "to freedom, to life" (or not) is introduced, though not yet fully developed **Engages and orients the reader by establishing a context and point of view and introducing a narrator,** Queen Elizabeth**,** in the first person.

as possible, and for as long as I am alive. I also at the moment need to keep my country safe from France and Spain who seem to be plotting against me, planning to take over this country.

However, my attention is focused on the bug. Such a frail, helpless looking character.

The task at hand requires only a signature from me. My name, written identically countless times before. The consequence of signing this paper are far bigger than any paper put forth in my past existence, unfortunately. This time my signature means the death of a fellow human being. My cousin, Mary, the Scottish queen.

The bug continues its deliberate march forward, this time coming closer to the figure standing across from me, the woman reading the paper. It seems to glance upward at my huge figure looming over it. Threatening, but at the moment sitting still.

There is no question about what I must do. Mary has been kept in many different prisons here after being accused of plotting her husband's murder and after escaping prison in Scotland to come asking for my help. I had no choice but to keep her here. I have kept her here for over twenty years. I could not leave her helpless.

Now, however, Mary is guilty of high treason. She was found to be communicating with France and Spain. She has been devising plans with them to take over England. To let her live would be wrong. Nevertheless, she is a relative of mine. In addition, she is a queen. **How can I put to death royalty? The hand belonging to none other than me has to sign the paper for her death. Is there a special term for me giving approval to Mary to be killed? Regret? Shame? Murder?**

A hand seemingly unnoticed by the bug raises into the air.

My signature is the task at hand. My signature is Mary's death. The tip of my quill pen finds its way to the paper. My heart beat finds its rate speeding up.

I look up just in time to see the hand of one of my guards falling, slicing through the air. **A foot away from the table. Half a**

Uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one setting to another, and show the relationships among experiences and events, as attention shifts back to the bug.

Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey events: The writer uses details to **develop suspense of the internal conflict the** Queen is struggling with, her character, and the events of the story

Uses narrative techniques of pacing, reflection, and description to develop the character of Queen, the events of the story, and the internal conflict she faces.

Uses a bug as a metaphor for Mary

Shifts perspective back and forth between the bug and the Queen to help create dramatic tension

Uses description and reflection to sequence events so that they build on one another to create

foot. Two inches.	**a coherent whole and build toward a particular tone and outcome,** focusing the reader on what is about to happen, both to the bug and to Mary
The little bug looks upward at the hand falling above its back. It panics. The frail legs start to move as fast, and almost faster, than the bug knew it could. Not fast enough.	
A cold chill runs down my back, causing my hand to shake at the impact of the other hand hitting the table. Of the other hand hitting the bug. I look down at my signature. Elizabeth. In the middle of the "z", there is a tiny fault where my hand slipped. The bump is hardly noticeable to those who would glance at my signature in the future. However, engraved in my mind is my name holding the mistake in the "z", holding the bug's death, and holding Mary's death.	**Provides a conclusion** of the bug's death and Mary's death that **follows from events of the story.** The lack of reflection on Elizabeth's part indicates that the time for reflecting is over and she has taken action.

>   For this narrative from an eighth-grade social studies class, the student was asked to write a narrative showing a moment of critical importance in the life of a historical character the class had studied. This writer effectively introduces a character, Queen Elizabeth I, and tells the story of her decision to execute her cousin Mary. The writer uses the bug as a narrative device to build the dramatic tension as Elizabeth tries to come to her decision.
>
>   The writer develops a structure in which the focus shifts back and forth between Elizabeth's ruminations on her cousin's fate and that of the bug that symbolically represents her cousin, a use of metaphor that is not stated in the Standards at this grade level. The event sequences unfold naturally and logically. The writer uses precise words and phrases and sensory details to tell the story and to develop Elizabeth as a character. She sequences events so that they build inexorably to the outcome of the death of both the bug and Mary, an aspect of narrative writing not stated in the Standards at this grade level.
>
>   The narrative concludes almost abruptly, as the bug is killed and Elizabeth arrives at her decision that Mary must be executed. It seems to reflect the firmness with which she finally decides, after having struggled mightily with the decision.

3852   From achievethecore.org

3853

3854   ***Discussing and Presenting***

3855   The speaking and listening standards for eighth grade require students to

3856   actively engage in discussions, make oral presentations, and provide explanations of

3857   materials they have read. In the eighth grade students are expected to contribute

3858   actively to class discussions, ask questions, respond to classmates, and give

3859   constructive feedback. Content knowledge is to be demonstrated through a variety

3860   of means including oral presentations, writing, discussions, and multimedia. Effective

3861   expression is also a key component of the CA ELD Standards for eighth grade as

3862   students are asked to interact in meaningful ways, including "exchanging information

3863   and ideas with others through collaborative discussions on a range of social and

3864   academic topics, offering and justifying opinions, negotiating with and persuading

3865   others in communicative exchanges, and listening actively to spoken English in a

3866   range of social and academic context." Those standards new to eighth grade

3867   include:

3868   •   Identifying when irrelevant evidence is introduced by a speaker

3869   •   Planning and presenting a narrative that: establishes a context and point of

3870   view, presents a logical sequence, uses narrative techniques (e.g., dialogue,

3871   pacing, description, sensory language), uses a variety of transitions, and

3872   provides a conclusion that reflects the experience

3873   •   Integrate multimedia and visual displays into presentations to clarify

3874   information, strengthen claims and evidence, and add interest

3875   There are many opportunities for students to engage in discussions with a

3876   partner, small group, or whole class. When teaching students to engage in

3877   metacognitive conversations with a piece of text, it is helpful to model talking to the

3878   text before having students work in pairs to practice. Learning to annotate a text with

3879   their thinking and sharing their annotations and strategies with their classmates

3880   provides an opportunity to engage in problem solving. Another example of a

3881   classroom activity is inviting students to be sentence detectives to look for clues that

3882   can help them to resolve confusion. Use of strategies such as Socratic seminar

3883   invite student inquiry and deeper understanding of a text by requiring students to

3884   read, understand, and engage in discussion by continually referring to evidence from

3885   the text to support their points in conversation. Students respond to open-ended

3886   questions from the leader and listen carefully to peers, thinking critically about the

3887   questions and pull together evidence and articulate their own responses to the

3888   questions posed and respond to the comments of others in the seminar.

3889

3890   Figure 7.23. Sentence Detective Practice

Procedure:
1. Invite students to nominate a sentence or passage that is confusing for reasons other than vocabulary, in particular.
2. On a display that all can see, write the sentence(s) and alternate with students identifying punctuation transition words, other signal words, and referents that are a source of confusion or illumination.
3. Facilitate discussion of students' metacognitive and metalinguistic deductions.
4. Give partners an opportunity to continue to practice being sentence detectives.
5. Bring the class back together to discuss students' ideas.

Sample text: Preamble to the Declaration of Independence
We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

3891   Schoenbach, Greenleaf and Murphy 2012, p.272

3892

3893   Speaking and listening does not always need to be as a whole class and
3894   there is an element of safety and increased engagement for many students when
3895   working in pairs. It allows more students to be engaging in speaking and listening
3896   simultaneously as they practice developing their metacognitive reading and writing
3897   skills.

3898   **Content Knowledge/Disciplinary Knowledge**

3899   Reading literature and
3900   informational texts and engaging in
3901   research help develop eighth grade
3902   students' disciplinary knowledge. As
3903   students face increased reading demands
3904   in all eighth grade content areas,
3905   improved comprehension becomes critical
3906   to their academic success. The eighth

3907 grade literature and informational text CCSS build upon and extend those standards

3908 expected of students as they leave seventh grade. Standards new to eighth grade

3909 include:

3910   • analyze how particular lines of dialogue or incidents in a story or drama

3911   propel the action, reveal aspects of a character, or provoke a decision.

3912   • analyze the impact of specific word choices on meaning and tone, including

3913   analogies or allusions to other texts.

3914   • compare and contrast the structure of two or more literary texts and analyze

3915   how the differing structure of each text contributes to its meaning and style.

3916   • analyze the use of text features (e.g., graphics, headers, captions) in

3917   consumer materials and analyze how differences in points of view of the

3918   characters and the audience or reader (e.g., created through the use of

3919   dramatic irony) create such effects as suspense or humor

3920   • analyze the extent to which a filmed or live production of a story or drama

3921   stays faithful to or departs from the text or script, evaluating the choices made

3922   by the director or actors.

3923   • evaluate the advantages and disadvantages of using different medium (e.g.,

3924   print or digital text, video, multimedia) to present a particular topic or idea

3925   • analyze how a modern work of fiction draws on themes, patterns of events, or

3926   character types from myths, traditional stories, or religious works such as the

3927   Bible, including describing how the material is rendered new.

3928   For informational text, eighth graders analyze a case in which two or more

3929 texts provide conflicting information on the same topic and identify where the texts

3930 disagree on matters of fact or interpretation. Importantly, by the end of eighth grade,

3931 students will read and comprehend literature (including stories, dramas, and poems)

3932 and informational text at the high end of the grades six through eight text complexity

3933 band independently and proficiently.

3934   As eighth grade students interact with text, they are also expected to engage

3935 in research to build and present knowledge. The CA CCSS for ELA/Literacy expect

3936   students to use technology (including the Internet) in the production of writing, to

3937   interact and collaborate with others, and to conduct short research projects to

3938   answer a specific question (including a self-generated question). Eighth grade

3939   students learn to gather relevant information from multiple print and digital sources,

3940   using search terms effectively, assess the credibility of each source, quote and

3941   paraphrase data (avoiding plagiarism), and follow a standard format for citation.

3942   Reading is critical to building disciplinary knowledge in history, social studies,

3943   science, and technical subjects. Because the majority of reading in colleges,

3944   workforce training programs, and careers is sophisticated nonfiction, students must

3945   be able to read complex content-area text independently and with confidence. The

3946   CCSS for Literacy in History/Social Studies, Science, and Technical Subjects are

3947   meant to complement the specific content demands of the disciplines. For example,

3948   the Reading Standards for Literacy in History/Social Studies expects students to cite

3949   specific textual evidence to support analysis of primary and secondary sources

3950   (RH.6-8.2); identify key steps in a text's description of a process related to

3951   history/social studies (e.g., how a bill becomes a law, RH.6-8.3); and analyze the

3952   relationship between a primary and secondary source on the same topic (RH.6-8.9).

3953   Other examples from the Reading Standards for Literacy in Science and Technical

3954   Subjects include that students are expected to follow precisely a multistep procedure

3955   when carrying out experiments, taking measurements, or performing technical tasks

3956   (RST.6-8.3); determine the meaning of symbols, key terms, and other domain-

3957   specific words and phrases (RST.6-8.4); and compare and contrast the information

3958   gained from experiments, simulations, video, or multimedia sources with that gained

3959   from reading a text on the same topic (RST.6-8.9).

3960   Teachers can implement writing activities to help students hone their

3961   summarizing skills. For example, the activity This Is About/This Is *Really* About

3962   teaches students how to identify main ideas and then infer a summary. This

3963   activity helps students be more precise when writing summaries because it

3964   teaches them to infer the main idea when it refers to an unstated theme or big

3965   idea.

3966

3967   Figure 7.24. Grade Eight, ELA Class: Procedure for Identifying Main Ideas and

3968   Inferring a Summary

This Is About/This Is *Really* About

PURPOSE:
Students work in the whole class, individually, and in groups to identify main ideas and use them to synthesize or infer a summary.

PROCEDURE:
- Ask students to silently read a passage and be ready to "tell what the passage is about."
- Record all student ideas, details and main ideas alike.
- Have the class compare the ideas on the list to distinguish main ideas and details. Highlight those identified as main ideas. Some texts may require you to prompt students to make inferences about what the main idea may be.
- Have students individually decide which statements from the list capture all or part of the main idea.
- Have stunts work in pairs or trios to compare their ideas and agree on which to include or synthesize.
- Record groups' ideas and facilitate another class discussion about why some ideas are or are not main ideas. Edit the list accordingly.
- Depending on the affordances of the text, challenge students to capture big ideas or themes by continuing to ask, "This is about that, but what is it really about?"
- Have students return to their groups and write a summary of the passage.

Using the procedure described above for synthesizing main ideas into a summary, students reading the young adult novel *Julie and the Wolves*, by Jean Craighead George, might come up with ideas like those that follow.

PROCESS:
1. List, winnow, and combine their most important ideas.
2. Step back to decide what those ideas are really about.
3. Write a summary that incorporates the text's big ideas and most salient details.

CLASS LIST:
Chapter 1 is about…
- a girl who runs away.
- a girl who is lost in the tundra.
- an Eskimo girl.
- a girl who tries to escape a traditional arranged marriage.
- surviving the elements in an Alaskan winter.
- a girl who is unhappy about decisions being made for her.

GROUP WORK:
Chapter 1 is about…
- a girl who runs away and is lost on the Alaskan tundra over a winter.
- an Eskimo girl who tries to escape a traditional arranged marriage.

Chapter 1 is *really* about…

- a girl struggling with cultural identify
- a girl learning to confront difficult choices.
- a girl struggling with gender roles.

SUMMARY OF CHAPTER 1
Julie is a girl of Eskimo ancestry who is learning to confront difficult cultural choices. To avoid the Eskimos tradition of an arranged marriage, she runs away into the vast Alaskan tundra.

Related CA CCSS for ELA/Literacy: RL.2; RI.2; W.5; SL.1

3969   Schoenbach, Greenleaf and Murphy 2012, p.222

3970

Vignette 7.6 Eighth Grade Math

Mr. Molina has been teaching a unit on data analysis to his eighth grade class. He has provided vocabulary instruction to ensure his students have a basic understanding of the terms mean, median, mode, and range as well as how these measures of centrality and spread are applied when organizing and explaining data. Mr. Molina wants his students to evaluate their knowledge and skills, so he has prepared a set of word problems that require the students to identify and perform the correct type of data analysis.

He knows that word problems are particularly challenging for many of his students, so he wants to support their comprehension. After consulting with his colleagues on his interdisciplinary team, Mr. Molina decides to use a modified form of reciprocal teaching to support his students' understanding of the word problems*. He knows he will need to thoroughly explain and model this strategy before he has students work in groups to carry it out. Therefore, he creates another set of word problems to use for the demonstration lesson.

The next day, Mr. Molina wrote the steps of the reciprocal teaching strategy on the board: Clarifying, Questioning, Summarizing, and Planning. He opened the lesson by explaining the purpose of the strategy to his students, "Today, we are going to learn how to work collaboratively to understand and complete word problems. We are going to use a strategy called reciprocal teaching that you may have used in your other classes when reading passages. We will be following the steps in a slightly modified way to support each other in comprehending what information the word problem contains and what measures of centrality or spread it requires us to perform in order to analyze the given data."

Mr. Molina provided a brief explanation of each step in reciprocal teaching and then proceeded to model how the group should carry out the steps. He distributed the set of sample word problems to the class and read the first one out loud to the students:

There are 150 teachers in our school. The teachers live in different communities around our city. Some teachers live within a few blocks of each other, and other teachers live many miles apart. At the end of the last school year, we calculated that the 150 teachers had traveled a total of 200,000 miles while commuting between the school and their homes. One teacher, who lives the farthest away, commuted a total of 3,000 miles last year. What is the average number of miles the teachers traveled over the past year?

Mr. Molina modeled the first step in reciprocal teaching, clarifying. "If I were the clarifier in my group, I would ask my partners if there were any words or phrases they did not understand. Someone might ask me what the word 'commute' means or how the phrase 'average number of miles' related to our data analysis measures. I would clarify that a 'commute' is a trip to or from a

place of work. In the word problem it talks about the teachers traveling between their homes and our school. They commute or travel from their homes around our city to their place of work at our school. I would also clarify that the phrase 'average number of miles' is related to the mean of the data. 'Average' is another way of saying 'mean,' so the phrase is asking the mean of the miles traveled."

Mr. Molina asked if the students wanted to ask him any other clarifying questions about the words or phrases in the word problem. After answering all their questions, he explained that if the clarifier in the group did not know an answer, any other group member could help. The group could also use resources such as their textbook, vocabulary graphic organizers, or a dictionary.

Next, Mr. Molina modeled the questioning step. "If I were the questioner, I would help my group understand the key parts of the problem by asking questions about the information. I might ask 'What is the data we are organizing and analyzing? Do we have all the information we need? What information do we not need?"

As he stated the questions, Mr. Molina wrote them on the board under the label for the questioning step. He guided his students through answering each question he posed and asked if there were other questions that might be important to ask. He recorded each question the students offered on the board and guided the class in using the word problem to answer them.

"Now we need to summarize the purpose of the word problem," he continued. "We need to restate what kind of data analysis we are supposed to do. When we were clarifying the words and phrases, we looked at a part of the problem that asked the average number of miles the teachers traveled. We know that we need to calculate the mean because the mean is the average. So, to summarize this word problem, we will be looking at a measure of center in the mileage data. We need to compute the mean distance in miles that teachers traveled while commuting last year."

Mr. Molina asked if anyone had another suggestion for how to summarize the problem that might make more sense to the class. This gave him an opportunity to discuss the different ways that mathematical operations can be expressed as well as how some changes in the language of a word problem might have a significant influence on the meaning. For example, one student suggested the problem could be summarized, "We need to figure out the mean mileage the teachers traveled every day last year." Mr. Molina had the class discuss the difference between calculating the mean mileage last year versus calculating the mean mileage traveled every day. He emphasized that the reciprocal teaching groups might all phrase their summaries of the problem a little bit differently, but that they each had to make sure they accurately restated the purpose of the problem.

"Adding the words 'every day' would change the purpose slightly because it would put an additional step in our problem solving. That brings us to the last part of reciprocal teaching. If I am in charge of planning for my group, it's my job to help plan out the steps for solving the word problem. I have to make sure we follow the steps for calculating the mean number of miles that teachers commuted."

Mr. Molina wrote on the board to demonstrate how he would devise a plan to solve the problem. He showed the difference between planning the steps and doing the actual calculations. "The point of this part of reciprocal teaching is to make sure that we list all the operations in order and check them to make sure they make sense before we plug in the numbers. This gives us one more chance to fix-up our comprehension with the help of our partners."

The class then solved the word problem together by following the steps identified in the plan. To make sure the class knew how to carry out reciprocal teaching, Mr. Molina asked for volunteers to model the process in front of the class. He had the four students pull their desks together and gave each one a role of clarifier, questioner, summarizer, or planner. He read the second sample word problem to the class, and had the group of four volunteers begin the reciprocal teaching. He told the rest of the students, "If a member of this small group gets stuck and doesn't know what to do, it's your job to help that person out. You can explain how to clarify, question, summarize, or plan. However, you cannot do that job for them. Just explain how the job is supposed to be done."

After facilitating the peer modeling, Mr. Molina closed the lesson by having students do a quick writing exercise. He put them in the groups of four in which they would work the next day and assigned each person one of the reciprocal teaching roles. "Look at the third sample word problem on the sheet and describe how you would carry out your job for that problem. How will you help your partners? What will you need to know or do? In what ways can you use your vocabulary concept map to assist yourself and others in your group?"

Mr. Molina used the students' written responses to determine the kinds of support or re-teaching he would need to provide tomorrow when he had the class implement reciprocal teaching with data analysis word problems.

As a wrap up activity at the end of the data analysis unit, Mr. Molina had the class work in small groups to write their own data analysis word problem for the other small groups to solve. Each small group selected a topic, gathered relevant and credible information from the Internet to support their topic, and wrote a data analysis word problem for their peers to solve.

Related CA CCSS for ELA/Literacy: W.8.7, W.8.8, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, RST.6-8.1, RST.6-8.2, RST.6-8.4, RST.6-8.7

Related CA CCSS for Mathematics Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively

3971   Adapted from Kosanovich, Reed and Miler 2010. *Modification suggested

3972   by van Garderen 2004.

3973

3974   The scenario above demonstrates the shared responsibility of literacy

3975   learning as the math teacher consulted with his interdisciplinary team to help

3976   determine an effective way for his students to evaluate their knowledge and skills. All

3977   of the CCSS Speaking and Listening Skills were addressed in this lesson as

3978   students collaboratively discussed the word problems. Writing standards W.8.7 and

3979   W.8.8 were addressed as students conducted short research projects using credible

3980   sources to create a word problem. Several of the CA Reading Standards in Science

3981   and Technical Subjects were also addressed. For example, students cited textual

3982   evidence from the word problems (RST.6-8.1), determined central ideas and

3983   provided summaries (RST.6-8.2), determined the meaning of key terms and other

3984   math-specific words and phrases as they were used in the word problems (RST.6-

3985   8.4), and integrated quantitative information expressed in the word problems with

3986   that information expressed visually (e.g., noting what the word problems were

3987   asking, working out the problems, RST.6-8.7).

3988 **Foundational Skills/Supporting All Learners**

3989   For information on teaching foundational

3990 skills to middle school students who need it, see

3991 the overview of this chapter as well as chapter

3992 9, Equity and Access.

3993 **An Integrated and Interdisciplinary Approach**

3994   As noted several times in this framework,

3995 the CA CCSS for ELA/Literacy and the CA ELD

3996 Standards call for an integration of reading,

3997 writing, speaking, and listening. In addition,

3998 these two sets of standards are inextricably linked to every area of the curriculum. In

3999 order for students to learn content in courses across the disciplines, they must use

4000 language in general—and the language of the discipline in particular—to

4001 comprehend, clarify, and communicate concepts. Snapshots and vignettes provided

4002 in the Content Knowledge/Disciplinary Knowledge sections for grades six, seven,

4003 and eight illustrate the integration of the ELA/Literacy strands with a range of content

4004 areas:

4005   • Grade 6 Snapshot: Sixth Grade Social Studies

4006   • Grade 7 Vignette: Seventh Grade Science

4007   • Grade 8 Vignette: Eighth Grade Math

4008 Vignettes focused on ELA and designated ELD content for grade eight are provided

4009 in the upcoming section, ELA/Literacy and ELD in Action in Grade Eight.

4010 **English Language Development in Grade Eight**

4011   In eighth grade, English learners learn English, learn content knowledge

4012 through English, and learn about how English works. English language development

4013 occurs throughout the day across the disciplines and also during a time specifically

4014 designated for developing English based on English learners' language learning

4015 needs. In integrated ELD, seventh grade teachers use the CA ELD Standards to

4016 *augment* the ELA or other content instruction they provide. For example, to support

4017   English learners at the Emerging level of English language proficiency to write an

4018   expository essay, a teacher might provide substantial support in the form of a

4019   graphic organizer that structures the essay into particular text structures (e.g.,

4020   comparison-contrast). She might have the students use a model essay as a "mentor

4021   text" and highlight particular language that is expected in expository essays (e.g.,

4022   use of relevant connectors and comparative forms; general academic vocabulary

4023   relevant to the topic). She might also provide sentence or paragraph frames for key

4024   phases of the essay, and she might also provide bilingual dictionaries so the

4025   students can include precise vocabulary related to the topic and text structure.

4026   Students at the Expanding and Bridging levels of English language proficiency may

4027   not need this level of linguistic support. However, all students will need varying

4028   levels of scaffolding depending on the task, the text, and their familiarity with the

4029   content and the language required to understand and discuss it. Figure 7.25 shows

4030   a section of the CA ELD Standards a teacher might use in planning this type of

4031   differentiated instructional support during ELA.

4032

4033   Figure 7.25. Using the CA ELD Standards in Integrated ELD

English Language Development Level Continuum		
→-------- Emerging -----------→------------ Expanding ----------→----------- Bridging --------------→		
10. Writing	*10. Writing*	*10. Writing*
a) Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.	a) Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and with independently using appropriate text organization.	a) Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

4034

4035   Designated ELD is a protected time during the regular school day where

4036   qualified teachers work with English learners. Students are grouped by similar

4037   English proficiency levels and teachers focus on critical academic language the

4038   students need to develop in order to be successful in academic subjects. Designated

4039   ELD time is an opportunity to focus on and delve deeper into the linguistic resources

4040   of English that English learners must develop in order to engage with and make

4041   meaning from content, express their understanding of content, and create new

4042   content in ways that meet the expectations of the CA CCSS for ELA/Literacy and

4043   other content standards. Accordingly, the CA ELD Standards are the primary

4044   standards used during this designated time. However, the content focus is derived

4045   from ELA and other areas of the curriculum. The main instructional emphases in

4046   designated ELD in the eighth grade are:

4047   • building students' abilities to engage in a variety of collaborative discussions
4048   about content and texts;

4049   • developing students' academic vocabulary and syntax;

4050   • building students' metalinguistic awareness in order to support close reading
4051   and writing of different text types; and

4052   • building students' ability to write coherent and cohesive academic texts in
4053   English.

4054   Students entering U.S. schools in eighth grade at the lower levels of English

4055   language proficiency will need to develop these skills in an *intensive* and *accelerated*

4056   program of English language development study, so that their academic studies are

4057   not compromised. Long-term English learners, that is, students who have been in

4058   U.S. schools since elementary school and have still not advanced beyond

4059   Expanding level proficiency in English, also need *intensive* instruction in academic

4060   English—they need to be explicitly taught how to recognize and analyze academic

4061   vocabulary, sentence structures, discourse structures, and text structures, and must

4062   be expected to actively and accurately use academic language in their own oral and

4063   written expression.

4064   Students build language awareness as they come to understand how

4065   different text types use particular language resources (e.g., vocabulary,

4066   grammatical structures, ways of structuring and organizing whole texts). This

4067   language awareness is fostered when students have opportunities to experiment

4068   with language, shaping and enriching their own language using these language

4069   resources. During designated ELD students should engage in discussions related

4070   to *the content knowledge* they are learning in ELA and other content areas, and

4071   these discussions should promote the use of the language from those content

4072   areas. Students should also *discuss the new language* they are learning to use.

4073   For example, students might learn about the grammatical structures of a particular

4074   complex text they're using in science or ELA, or they might explicitly learn some of

4075   the general academic vocabulary used in the texts they're reading in ELA or social

4076   studies.

4077   In grade eight, since designated ELD builds into and from ELA and other

4078   content areas, the focus of instruction will depend on what students are learning and

4079   what they are reading and writing throughout the day. As the texts students are

4080   asked to read become increasingly dense with academic language, designated ELD

4081   may focus more on reading and writing at different points in the year, particularly for

4082   students at the Expanding and Bridging levels of English language proficiency. Their

4083   instructional program, including designated ELD, should reflect the anticipated

4084   linguistic and academic challenges of the secondary curriculum and prepare them

4085   for these challenges. An intensive focus on language, in ways that build into and

4086   from content instruction, supports students' ability to use English effectively in a

4087   range of disciplines, raises their awareness of how English works in those

4088   disciplines, and enhances their understanding of content knowledge. Examples of

4089   designated ELD aligned to different content areas is provided in the snapshots and

4090   vignettes throughout this chapter. For an extended discussion of how the CA ELD

4091   Standards are used throughout the day in tandem with the CA CCSS for

4092   ELA/Literacy and other content standards and as the principal standards during

4093   designated ELD, see Chapter 2.

4094 **ELA/Literacy and ELD in Action in Grade Eight**

4095   The research-based implications for ELA/Literacy and ELD instruction in

4096 grade eight have been outlined above and in the Overview of the Span section of

4097 this chapter. In the following section, detailed examples are provided to illustrate

4098 how the principles and practices discussed in the preceding sections look in

4099 California classrooms. The examples provided are not intended to present the only

4100 ways to implement the CA CCSS for ELA/Literacy and the CA ELD Standards.

4101 Rather, they are intended to provide concrete illustrations of how to implement some

4102 of the CA CCSS for ELA/Literacy and CA ELD Standards so that teachers can

4103 discuss the examples and use them as they collaboratively plan lessons, extend

4104 their learning, and refine their practice

4105   **ELA/Literacy and ELD Vignettes**

4106   The two vignettes below provide examples of using the CA CCSS for

4107 ELA/Literacy and CA ELD Standards for instruction. Vignette 7.7 provides an

4108 example for using the CA CCSS for ELA/Literacy in tandem with the CA ELD

4109 Standards during ELA instruction. Vignette 7.7 focuses on close reading of an

4110 autobiographical narrative. Vignette 7.8 focuses on delving deeper into the language

4111 of the text during designated ELD instruction time.

4112   Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge

4113 the importance of reading complex texts closely and thoughtfully to derive meaning.

4114 As Shanahan (2013) has pointed out, the meaning of complex texts "is hidden in the

4115 text and needs to be acquired through careful and thorough analysis and

4116 reanalysis." Accordingly, teachers should prepare close reading lessons carefully

4117 and purposefully before teaching. Teachers should select challenging texts that are

4118 worth reading and rereading, read the texts ahead of time in order to determine why

4119 it might be challenging, and plan a sequence of lessons that build students' abilities

4120 to read complex texts with increasing independence. This requires teachers to

4121 analyze the cognitive and linguistic demands of the texts, including the sophistication

4122 of the ideas or content of the text, students' prior knowledge of the content, and the

4123 complexity of the vocabulary, sentences, and organization of the text.

4124   During instruction, teachers should model how to read text closely by thinking

4125   aloud for students, highlighting the literal and inferential questions they ask

4126   themselves and language and ideas that stand out to them while reading. Teachers

4127   provide concrete methods for students to read more analytically and guide students

4128   to frequently read complex texts using these methods with appropriate levels of

4129   scaffolding. Eighth graders need many opportunities to read a wide variety of

4130   complex texts and discuss the texts they are reading, asking and answering literal

4131   (on the surface) and inferential (below the surface) text-dependent questions to

4132   determine the meanings in the text, and to evaluate how well authors presented their

4133   ideas.

4134   Importantly, for English learners, teachers should explicitly draw attention to

4135   text structure and organization and particular language resources (e.g., text

4136   connectives, long noun phrases, types of verbs, and verb tenses) in the complex

4137   texts that helped the author convey particular meanings. Examples of specific

4138   language resources are text connectives to create cohesion (e.g., *for example,*

4139   *suddenly*, *in the end*); long noun phrases to expand and enrich the meaning of

4140   sentences (e.g., "The moral which I gained from the dialogue was the power of truth

4141   over the conscience of even a slaveholder." [CCSS, Appendix B, p.91]); and

4142   complex sentences which combine ideas and convey meaning in specific ways (in

4143   this case, to show cause and effect) (e.g., "Because both Patrick and Catherine

4144   O'Leary worked, they were able to put a large addition on their cottage despite a lot

4145   size of just 25 by 100 feet." [CCSS, Appendix B, p.94]). Providing English learners

4146   with opportunities to discuss the language of the complex texts they are reading

4147   enhances their comprehension of the texts while also developing their metalinguistic

4148   awareness.

4149   The following vignette illustrates how a teacher might implement the CA

4150   CCSS for ELA/Literacy and the CA ELD Standards during ELA instruction where

4151   close reading is the focus of instruction.

4152

Vignette 7.7 English Language Arts Instruction in Eighth Grade

Background: Mr. Bedoin's eighth grade English Arts class has 27 students, including students with disabilities and English language learners. He plans to address a variety of genres of literature and informational texts throughout the year. Today's lesson focuses on the autobiographical narrative of Frederick Douglass, an American Slave**.**

Lesson Context: Students consider the emotional context of words and how word choice affects the author's message. During today's lesson, the first of two or three focusing on this text, students conduct a close reading and answer text dependent questions in the form of notes and annotations to the text.

Learning Target: The goal of this two to three day lesson is to give students the opportunity to explore the point of view of a man who survived slavery. By reading and rereading the passage closely, combined with classroom discussion about it, students will explore the various beliefs and points of view Douglass experienced as he became increasingly aware of the unfairness of his life. Students will need to consider the emotional context of words and how diction (word choice) affects an author's message. When combined with writing about the passage and teacher feedback, students will form a deeper understanding of how slavery affected those involved.

Primary CA CCSS for ELA/Literacy Addressed: RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories); RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; W8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research; SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly; L.8.5. - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Primary CA ELD Standards Addressed (Expanding level shown): ELD.PI.6.1 – Contribute to class, group, and partner discussions; ELD.PI.6.6a – Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of texts; ELD.PI.6c – Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

Lesson Excerpts: The teacher, Mr. Bedoin, starts by providing a brief background of the text. Then he reads the text out loud as students follow along, exposing them to the rhythms and meaning of Douglass's language. He briefly defines a few vocabulary words that may be unfamiliar. Next, the students read the entire text independently. The teacher assures them that they do not need to understand every word and that this is just the first of many times that they will read the text.

Mr. Bedoin asks the students to conduct a close reading of the first paragraph of the text, thinking about the following three questions: "Why is Douglass specific about making friends with "little white boys"? How did Douglass learn how to read when running errands?" "In what ways

does Douglass' life differ from the white boys' lives?" Students write responses to these questions as they read. They are encouraged to circle words that they do not understand and make notes about questions they have.

Excerpt from the text:

> The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I **converted** into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent on errands, I always took my book with me, and by going on one part of my *errand* quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to *bestow* upon the hungry little **urchins**, who, in return, would give me that more valuable bread of knowledge. I am strongly **tempted** to give the names of two or three of those little boys, as a **testimonial** of the *gratitude* and affection I bear them; but *prudence* forbids;—not that it would injure me, but it might embarrass them; for it is almost an **unpardonable** offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's *ship-yard*. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the **liveliest sympathy**, and **console** me with the hope that something would occur by which I might be free.

After students read the first paragraph, they work in triads, with each student leading a discussion and writing an answer to address one of the three text dependent questions. Mr. Bedoin encourages the triads to come to a consensus using text evidence to support their answers. When the groups have completed their collaborative discussion, Mr. Bedoin asks a member from each group to report an answer to one question. The teacher writes main points on a chart to capture the discussion and the class discusses any vocabulary that is unfamiliar.

Focusing again on the first paragraph, students are asked to independently write a paragraph to respond to another text dependent question: "Now that the boys from the text are adults, why would Douglass avoid giving their names?" Students are asked to share their paragraph with a peer, offer suggestions to their classmate to improve upon their paragraph, and receive feedback to edit their own paragraph. A few volunteers are called on to share their written response.

Next Steps: As the students work their way through this text in this manner, the teacher asks them to determine how words "feel" (i.e., diction and connotation). Students may have a variety of answers, but as long as they are correctly labeling some words as contributing to particular emotions, they are correct. A few examples include:

- **happy**: kindly; better off; gratitude; affection; dear little fellows
- **frustrated**: have not I as good a right; wretched; horrible pit; it pressed upon me
- **sad**: console; bear heavily upon my heart; died away; painful; discontentment
- **passionate**: unabated interest
- **angry**: abhor; detest; robbers; loathed; meanest; most wicked
- **hurt**: torment; sting; writhed; agony; unutterable anguish; agony; tormented; torment me
- **jealous**: envied my fellow slaves; wished myself a beast; meanest reptile

> • **hopeful**: silver trump of freedom; it smiled in every calm
>
>   As a culminating activity, the students are asked to identify how Douglass' feelings change over the course of the text. The writing assignment is to write a paragraph in which students show how his feelings change and what they believe he is trying to show the reader.

> **Resources:**
>
> The original lessons and complete reading text are available at: http://www.achievethecore.org/page/32/narrative-of-the-life-of-frederick-douglass-by-frederick-douglass
>
> Achieve the Core has other CCSS-aligned lessons at each grade level as well as student work samples: www.acheivethecore.org

4153   Adapted from achievethecore.org

4154

4155   **Designated ELD Vignette**

4156   The example in vignette 7.7 illustrates good teaching for all students. In

4157   addition to good first teaching, English learners benefit from intentional and

4158   purposeful designated ELD instruction that stems from and builds into content

4159   instruction. The following vignette illustrates and example of how designated ELD

4160   can build from and into lessons on close reading during ELA.

4161

Vignette 7.8 Designated ELD Instruction in Eighth Grade

4162

4163   [Vignette 7.8 Designated ELD Instruction in Eighth Grade to be developed.]

4164

4165 **Introduction to Grade Span Nine Through Twelve**

4166   Students in grades nine through twelve are expected to show extensive gains

4167 both cognitively and academically as they become increasingly independent and

4168 sophisticated learners and thinkers ready for the rigors of college and careers, the

4169 challenging complexities of citizenship, and becoming broadly literate.. Ninth and

4170 tenth graders are navigating the schedules and academic expectations of the first

4171 years of high school, while grappling with how to balance a desire for more

4172 independence with a need for continued support, both in the academic and

4173 social/emotional realms. Eleventh and twelfth graders, while more seasoned in the

4174 high school atmosphere, are grappling with similar concerns, while taking on the

4175 added responsibilities and pressures of preparing to move on to a life after high

4176 school. High school students are becoming adult thinkers, expected to fully engage in

4177 and achieve secondary-level academic skills in collaboration, critical thinking,

4178 problem solving, and research as they improve their reading, writing, listening, and

4179 speaking skills as well as knowledge across content areas. English language arts in

4180 the high school years builds on the breadth and depth of language and literacy

4181 abilities that students gained in middle school, and engages them in the increasingly

4182 complex and rigorous activities and products that are expected of them as career-

4183 and college-ready, and citizens, and as broadly literate high school graduates.

4184   They are expected to engage in increasingly complex knowledge, ideas,

4185 concepts, and narratives both in texts in school and during independent reading.

4186 During grades nine through twelve, students are expected to show increasing

4187 proficiency in independently and adeptly applying literacy knowledge and practices in

4188 a variety of genres, integrating English language arts with other academic subjects,

4189 including history/social studies, science, and technical subjects. They are expected to

4190 be able to comprehend and critique literary works and informational and technical

4191 materials of increasing length and complexity, basing their analyses, inferences, and

4192 evaluations on explicit and relevant evidence from the texts. Students in this span

4193 show increasing sophistication in their ability to analyze ideas, literary elements, and

4194 connections in what they read, hear, and/or view, while incorporating these skills into

4195   their writing and presentations. They write and present in different genres, including

4196   arguments supported by relevant evidence and valid reasoning,

4197   informative/explanatory texts analyzing content with clear organization, and well-

4198   structured narratives exhibiting effective literary techniques. Their research projects

4199   draw on numerous sources, incorporating multimedia in both the information

4200   gathering and production phases. High school students participate effectively in

4201   collaborative discussions, propelling conversations and actively incorporating others'

4202   participation, ensuring multiple perspectives are shared. As they evaluate the impact

4203   of author's choices, their appreciation for uses of language becomes more

4204   sophisticated, including understanding of concepts such as satire, sarcasm, irony,

4205   and connotative meanings. Students also learn to analyze authors' development and

4206   support of ideas or claims and their use of complex rhetorical devices and text

4207   features. Their control of conventions of standard English grows more sophisticated,

4208   as does their acquisition, analysis, and use of a range of academic vocabulary. Ninth

4209   through twelfth graders who are English learners are engaging in all of these

4210   academic activities at the same time they are learning English as an additional

4211   language; some students may be simultaneously developing literacy and academic

4212   skills in languages other than English.

4213   The diversity of high school students' learning experiences can have critical

4214   impacts on teaching and learning as all students work to meet graduation

4215   requirements. English learners at the early stages of English language acquisition

4216   who enter U.S. schools in high school face a huge challenge to learn rigorous, grade-

4217   level content while gaining English language and literacy proficiency. High school

4218   students who are still classified as English learners after several years in U.S.

4219   schools need particular attention in order to ensure their academic English skills

4220   improve to the extent needed to reach high expectations of career and college

4221   readiness. Students with a primary language other than English may use their

4222   primary language to access information, conduct research, evaluate and integrate

4223   ideas, and use their ideas to communicate their learning. (See Chapters 2 and 9 for

4224   more details on serving the needs of a linguistically diverse population of students.)

4225   At the high school level, when students are attending separate classes in ELA

4226   and other academic content courses throughout the day, it is particularly important

4227   that teachers across disciplines collaborate with each other to ensure the knowledge

4228   and skills described in the Literacy Standards for History/Social Studies, Science,

4229   and Technical Subjects are addressed. There are several ways in which the ELA

4230   teacher can collaborate with other content area teachers. Communication and

4231   planning time are essential in coordinating instruction. Here are just a few examples:

4232   - The ELA teacher collaborates with the math teacher and shares her
4233   knowledge and experiences using reciprocal teaching in her ELA classroom.
4234   Together, the two teachers determine a way to modify reciprocal teaching to
4235   support math students' understanding of word problems.

4236   - Toward the end of a semester the AP U.S. History teacher and AP ELA
4237   teacher engage their students in a joint project that looks at one of the most
4238   contentious arguments in American Life: The Limits of Individualism. What is
4239   the government's role in reconciling two age-old American concepts: "There is
4240   no such thing as a free lunch," and "United we stand?"

4241   - CCSS standards could be addressed by aligning literary text to historical
4242   period. For example, the focus unit could involve a grade ten study of Charles
4243   Dickens' *A Tale of Two Cities* in the ELA classroom that is concurrent with a
4244   grade ten world history unit on the French Revolution.

4245   - A unit on Maxing Hong Kingston's *Woman Warrior* or Betty Smith's *A Tree
4246   Grows in Brooklyn* that complements a unit in American history focusing on
4247   19th and 20th century immigration.

4248   - The study of film and other forms of media in the adaptation of literary text.
4249   For example, during a unit on Joseph Conrad's *The Heart of Darkness*,
4250   students might view and study cinematic features of *Apocalypse Now* and
4251   research and read articles and short films published on line by soldiers
4252   currently stationed in Afghanistan.

4253

4254 **Grades Nine and Ten**

4255   Ninth and tenth graders are well on the road to advancing in their skills

4256 towards college and career readiness, developing citizenship, and becoming broadly

4257 literate. They must engage with increasingly demanding ELA content as they

4258 encounter increasingly complex knowledge, ideas, concepts, and narratives both in

4259 texts in school and during independent reading as well as show proficiency in high-

4260 level reading and writing skills across the content areas, as described in the

4261 standards for Literacy in History/Social Studies, Science and Technical Subjects.

4262 Ninth and tenth graders who are entering school as English learners, or who have

4263 been in U.S. schools since the elementary years but are still designated as English

4264 learners, need particular attention, as their English language and literacy abilities—

4265 especially in academic English—must improve in an accelerated time frame in order

4266 for them to meet the rigors of high school and graduate within four years.

4267   This grade-level section provides an overview of overarching themes of

4268 ELA/literacy and ELD instruction in grades nine and ten. It offers guidance for

4269 ensuring English learners have access to ELA and content instruction, including

4270 integrated and designated ELD instruction. Snapshots and vignettes bring several

4271 of the concepts to life. The section concludes with listings of the California's

4272 CCSS for ELA/Literacy and CA ELD Standards for the grade level.

4273 **Key Themes of ELA/Literacy and ELD Instruction in Grades Nine and Ten**

4274   In this section, the key themes of ELA/Literacy and ELD instruction are

4275 discussed as they apply to grads nine and ten. These include **meaning making**,

4276 **language development**, **effective expression**, **content knowledge**, and

4277 **foundational skills**. See Figure 7.26.

4278

4279

4280 Figure 7.26. Themes and Context for Implementation of the CA CCSS for

4281 ELA/Literacy and the CA ELD Standards

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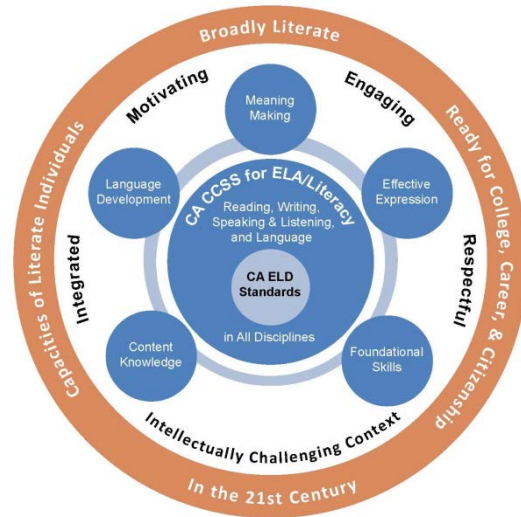
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4293 **Meaning Making**

4294   By high school, students should be

4295 increasingly monitoring and assuming more

4296 responsibility for their learning. Whereas

4297 previous reading experiences may still be

4298 guided primarily through teacher-selected

4299 processes such as structured note taking and

4300 graphic organizers, students in grades nine and

4301 ten must continue to build habits of mind that

4302 are more sophisticated and complex, including

4303 to develop the metacognition, curiosity, and

4304 persistence to aide in the meaning-making process. Textual annotations must

4305 demonstrate a gradual release of responsibility as students internalize reading

4306 strategies they have been taught and draw upon them on their own during their

4307 reading and writing, thus fostering an inquiry approach to learning.
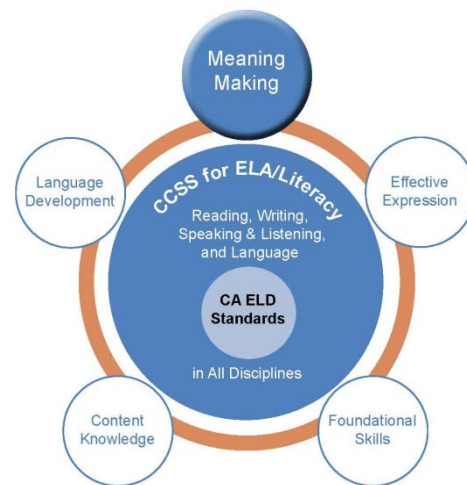
4308   By the beginning of high school, it is expected that students are actively

4309   reading and writing and engaging with more complex literary and informational text

4310   than those presented in middle school. In grades nine and ten, students are

4311   expanding their content area knowledge and actively developing academic literacy in

4312   all disciplines including history/social studies, science, literature and technical

4313   subjects. For grades nine and ten, the CA CCSS for ELA/Literacy has a stronger

4314   focus on making meaning from more complex informational and literary texts than in

4315   middle school. This requires students to engage in close reading and careful analysis

4316   of texts. To support understanding it is important that students monitor their own

4317   understanding as they read so that when they encounter areas of confusion they can

4318   engage in corrective strategies.

4319   The goal of making meaning in grades nine and ten is to help students

4320   understand and use the information they read in meaningful ways. The ninth and

4321   tenth grade ELA reading standards for informational text and literature require

4322   students to be able to analyze text to engage with complex ideas, and cite evidence

4323   to support their understanding of key ideas and supporting details. Students need to

4324   be able to provide an objective summary of the main idea of a text and be able to

4325   analyze key concepts, plot development, and ideas that are presented. There is a

4326   focus on comprehension of words as they are used in the text to evoke a sense of

4327   time and place and formal/informal tone and how text structure is used to create

4328   effect. Students need to be able to analyze a particular point of view or cultural

4329   experience, drawing on wide reading of world literature. (See chapter 3 for more

4330   information on wide reading and independent reading.)

4331   In grades nine and ten, teachers will need to both introduce reading

4332   comprehension strategies to use with challenging text passages, and support

4333   students as they work to make meaning of readings. For example, students will learn

4334   how to determine the theme or central idea of a text and analyze in detail its

4335   development over the course of a text, including how it emerges and is shaped and

4336   refined by specific details in order to provide an objective summary, analyze choice of

4337   text structure, and cite textual evidence to support analysis so that students can "by

4338   the end of the year, read and comprehend literature (including stories, dramas, and

4339   poems) in the grades 9-10 text complexity band proficiently, with scaffolding as

4340   needed at the high end of the range" (RL.9-10.10). Both the CA CCSS for

4341   ELA/Literacy and CA ELD Standards for ninth and tenth grades indicate a range of

4342   type of texts that students are expected to work with including informational texts that

4343   are scientific, historical, speeches, opinion pieces, biography, debates, and literature

4344   examples including myths, stories, drama, and poetry.

4345   An example of an activity for ninth grade is teaching students how to provide

4346   an objective summary, so that students are clarifying what they understand from a

4347   reading. Summarizing involves selecting a topic sentence, and deleting redundant

4348   and trivial information in order to identify the main idea of a passage. Often graphic

4349   organizers can be used as a scaffold to support learning how to write summaries

4350   (Boardman, and others 2008). For example, a teacher might model how to

4351   summarize a passage from a history resource by using a piece of paper folded into

4352   thirds using the top third to identify the main idea and the middle and bottom thirds to

4353   list key details and separate out important supporting evidence. Then assigning

4354   students a partner, the two students would each individually write a summarizing

4355   sentence based on the information in the top section of the folded paper and read

4356   their sentence to their partner to compare. The students then answer the following

4357   questions after reading their partner's paper:

4358   • If you hadn't read the text yourself, would you be able to understand the main

4359   idea from this sentence? Why or why not?

4360   • Is there anything important that should be added? What is it?

4361   • Is there anything unimportant that could be left out? What is it?

4362   Then students discuss their comments to each other and revise their summary

4363   based on the feedback they received from their partner (Reading Apprenticeship

4364   Acquiring Cognitive Tools for Reading, summary analysis by a peer, p.89).

4365   The CA CCSS for ELA/Literacy reading standards emphasize meaningful

4366   comprehension of text. Not only do students need to build comprehension by reading

4367 carefully, but they need to be able to analyze and apply what they have learned from

4368 the reading.

4369   The reading standards focus on not only comprehending the text at hand, but

4370 being skilled at analyzing and using the information contained in the reading. This

4371 applied work requires deep learning and understanding. Not only do the CA CCSS for

4372 ELA/Literacy require comprehension and analysis of literature, narrative texts, but

4373 there is special attention paid to the understanding of informational texts.

4374 **Language Development/Academic Language**

4375 As noted in the overview of this chapter,

4376 academic language spans all areas of ELA:

4377 understanding written texts; producing written

4378 texts and oral presentations; as well as

4379 knowledge and use of standard English

4380 grammar and usage, and of vocabulary. Thus,

4381 elements of academic language are addressed

4382 in the sections on meaning making, effective

4383 expression, and content knowledge/disciplinary

4384 knowledge for each grade. This section highlights academic vocabulary

4385 knowledge and skills for grades nine and ten. As discussed in chapter 3, a multi-

4386 faceted approach is taken to develop vocabulary. Standards new to grades nine

4387 and ten include:

4388 • Identify and correctly use patterns of word changes that indicate different

4389   meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate,*

4390   *advocacy*) and continue to apply knowledge of Greek and Latin roots and

4391   affixes. (L.9-10.4b)

4392 • Consult general and specialized reference materials (e.g., college-level

4393   dictionaries, rhyming dictionaries, bilingual dictionaries*,* glossaries,

4394   thesauruses), both print and digital, to find the pronunciation of a word or

4395   determine or clarify its precise meaning, its part of speech, or its

4396   etymology. (L.9-10.4c)

4397 **Effective Expression**

4398 *Writing*

4399   In grades nine and ten, students are expected to write well-developed, clearly

4400 supported arguments, informational/explanatory texts, and narratives, as well as

4401 conduct research projects, while incorporating

4402 technology for a variety of purposes, with

4403 attention to the audience's knowledge and

4404 expectations. High school students must write

4405 in a variety of disciplines and are expected to

4406 revise and edit their writing, applying the

4407 Language standards for grades 9-10; in

4408 arguments and informative/explanatory

4409 essays, they need to be able to establish and

4410 maintain a formal style and objective tone that is also appropriate to the norms and

4411 conventions of the discipline in which they are writing (W.9-10.1d, W.9-10.2.e).

4412 Students in the first two years of high school build on the writing skills and abilities

4413 they developed in previous grades, and expand on them in specific ways.

4414 Specifically, ninth and tenth graders are expected to be able to do the following in

4415 their writing.

4416   • Continue to write arguments, supporting their claims and distinguishing them

4417   from alternate or opposing claims, and logically organizing the reasons and

4418   evidence for the claims they introduce; they now must create an organization

4419   that establishes clear relationships among claims, counterclaims, reasons,

4420   and evidence (W.9-10.1a).

4421   • In arguments, continue to support claims or counterclaims with logical

4422   reasoning and evidence, while now ensuring that that claims and

4423   counterclaims are developed fairly by pointing out strengths and limitations of

4424   both in a manner that anticipates the audience's knowledge level and

4425   concerns (W.9-10.1b); create cohesion in arguments to clarify the

4426   relationships between claims and reasons, between reasons and evidence,

4427   and between claims and counterclaims (W.9-10.1c).

4428   • Continue to write informative/explanatory texts to examine and convey more

4429   complex ideas, concepts, and information, organizing them to make important

4430   connections and distinctions, and developing the topic with well-chosen,

4431   relevant, and sufficient facts, extended definitions, concrete details,

4432   quotations, or other information and examples appropriate to the audience's

4433   knowledge of the topic (W.9-10.2.a-b); use precise and varied language to

4434   manage and clarify complexities in the topic, ideas, and concepts (W.9-10.2c-

4435   d).

4436   • Continue to write narratives to develop real or imagined experiences or

4437   events using effective technique, relevant descriptive details and well-

4438   structured event sequences, and must now set out a problem, situation or

4439   observation, establish multiple points of view, and create a smooth

4440   progression of experiences of events; their narrative techniques must now

4441   include multiple plot lines as well as dialogue, pacing, description, and

4442   reflection (W.9-10.3).

4443   • Continue to draw evidence from literary or informational texts to support

4444   analysis, reflection, and research, with the increasingly sophisticated

4445   expectations detailed in the reading standards, such as analyzing how an

4446   author draws on and transforms source material in a specific work or

4447   delineating and evaluating the argument and specific claims in a text and

4448   identifying false statements and fallacious reasoning (W.9-10.9).

4449   In addition, ninth and tenth graders are expected to conduct short *as well as*

4450   *more sustained* research projects and produce written products with increasing

4451   independence and attention to audience, purpose, and citation of sources.

4452   Specifically, they are expected to:

4453   • continue use the writing process to develop, organize, and review their texts

4454   and those peers, including revising and editing a variety of text types, using

4455   appropriate vocabulary and style, while focusing on addressing what is most

4456   significant for a specific audience and purpose (W.9-10.4-5);

4457   • continue to show competence in using technology and the internet to produce

4458   and publish writing as well as to interact and collaborate with others, now

4459   including taking advantage of technology's capacity to link to other

4460   information and to display information flexibly and dynamically (W.9-10.6);

4461   and

4462   • conduct sustained as well as short research projects to answer a question

4463   (including a self-generated question) or to solve a problem, determining when

4464   to narrow or broaden their inquiry, and synthesizing multiple sources while

4465   demonstrating understanding of the subject under investigation; while

4466   gathering relevant information, they must also assess the usefulness of each

4467   source, avoid plagiarism, and follow a standard format for citation including

4468   footnotes and endnotes (W.9-10.7-8).

4469   Ninth and tenth graders are expected to recognize and appropriately use

4470 standard English conventions in their writing. Note that *spelling correctly* is required

4471 at all secondary grades. Elements of written English conventions of particular focus

4472 at this grade level include:

4473   • using parallel structure; using various types of phrases and clauses to convey

4474   specific meaning and add variety and interest to writing (L.9-10.1);

4475   • writing and editing work so that is conforms to the guidelines in a style manual

4476   appropriate for the discipline and writing type (L.9-10.3); and

4477   • using a semicolon to link two or more closely related independent clauses,

4478   and using a colon to introduce a list or quotation (L.9-10.2).

4479   Ninth and tenth graders need to become familiar with writing for a range of

4480 tasks, purposes, and audiences (W.9-10.10). Examples of these include:

4481   • Writing an argument in response to a prompt in a 30-minute time frame (e.g.,

4482   as a formative assessment before beginning a unit on argumentative writing,

4483   or as a stand-alone assessment of on-demand writing)

4484   •   Writing two accounts of an experience in gathering research, over a one-or

4485   two-day period: one a narrative account for a peer-group audience, the other

4486   an informative essay for an adult, academic audience

4487   •   Writing a variety of texts for a semester-long research project, including

4488   summaries of resources, text accompanying multimedia support, and an

4489   explanatory essay

4490   •   Writing an in-class response to literature (one or more readings, e.g., a short

4491   story and a poem), followed by a homework assignment to write a creative

4492   narrative piece on the same theme

4493   Ninth and tenth graders engage in the writing process to develop written texts

4494 across all these task types, especially for tasks over longer periods of time that

4495 include rounds of review and revision. Also important is recognition of the

4496 connections of writing to reading and discussion. Each of these areas is summarized

4497 below.

4498   ***The Reading-Writing Connection***

4499   Reading may be part of a writing task, as with responses to literature or

4500 literary nonfiction, or may be a resource for writing, as with support for arguments or

4501 investigations resulting in informative or explanatory essays. In addition, reading can

4502 be used to support students' learning, as with providing models of writing that the

4503 students can analyze and emulate. Specific activities in which students can engage

4504 that research suggests have positive effects for both reading and writing include

4505 (Graham and Hebert 2010; Graham and Perrin 2007):

4506   •   Analyzing or interpreting a text

4507   •   Answering questions about a text or creating and answering written questions

4508   about a text

4509   •   Writing notes about a text

4510   •   Writing summaries of a text

4511   •   Writing personal reactions to a text

4512   •   Reading, analyzing, and emulating models of good writing

4513   ***The Discussion-Writing Connection***

4514   Similarly, oral language (or for deaf students using ASL, signing) can help

4515   students develop their writing. As noted in the Expository Reading and Writing

4516   Course (ERWC) (2013), an emphasis on text-based conversations is important

4517   because "discussions about and around text have the potential to increase student

4518   comprehension, metacognition, critical thinking, and reasoning, as well as students'

4519   ability to state and support arguments" (Murphy, and others 2009, 743). The

4520   research-based ERWC "includes strategic conversational practices that offer

4521   students numerous opportunities (in pairs, trios, small and large groups) to

4522   collaboratively investigate through [discussion] (as well as through extensive writing)

4523   high-interest issues based on text composed in diverse genres for different

4524   purposes. Such plentiful occasions for discussion of content, structure, and

4525   rhetorical stance enhance students' curiosity, cultivate engagement, and prepare

4526   them for university-level discourse" (4).

4527   ***Effective Writing Instruction***

4528   In addition to the strategies described above for connecting writing to reading

4529   and discussion, a number of research-based approaches and practices help

4530   students connect writing to writing—learning how the craft is conducted from start to

4531   finish of a writing project, and how all the elements come together in a final product.

4532   An overall process approach is promising, and incorporates many of the other

4533   strategies described in this section. As defined by Graham and Perrin (2007), the

4534   process writing approach "involves a number of interwoven activities, including

4535   creating extended opportunities for writing; emphasizing writing for real audiences;

4536   encouraging cycles of planning, translating, and reviewing; stressing personal

4537   responsibility and ownership of writing projects; facilitating high levels of student

4538   interactions; developing supportive writing environments; encouraging self-reflection

4539   and evaluation; and offering personalized individual assistance, brief instructional

4540   lessons to meet students' individual needs, and in some instances, more extended

4541   and systematic instruction" (19).

4542   The following additional approaches and strategies are also supported by

4543   research as contributing positively to adolescent students' writing quality (Graham

4544   and Perrin 2007).

4545   - Setting product goals (teacher assigns specific, reachable goals for the

4546   writing assignment, including the purpose and characteristics of the final

4547   product)

4548   - Strategies for planning, revising, and editing (instruction in general writing

4549   strategies or in specific strategies for writing a particular text type)

4550   - Collaborative writing (students work together to plan, draft, revise, and edit

4551   their texts)

4552   - Prewriting (students engage in activities designed to help them generate or

4553   organize ideas for their writing task)

4554   ***Incorporating Vocabulary and Conventions of Standard English***

4555   Effective instruction in vocabulary, grammar, and mechanics takes place in the

4556   context of students' production, review, and editing of meaningful written products.

4557   Effective practices include sentence combining exercises (combining two or more

4558   basic separate sentences into a single sentence to construct more complex and

4559   sophisticated sentences (Graham and Perrin 2007)), and using checklists or rubrics

4560   for review and revision of select elements of grammar and mechanics in drafts of

4561   students' papers.

4562   ***Writing Considerations for English Learners***

4563   In addition to the strategies listed above that contribute to all students'

4564   success, English learners may need additional attention in certain areas to ensure

4565   their full inclusion in grade-level writing tasks and activities. First, depending on their

4566   region of origin and extent of school experiences in their home country and in the

4567   United States, English learners may need clarification or explanation of cultural or

4568   historical background on topics that are assumed to be familiar for native English

4569   speakers schooled in the U.S. Second, English learners may need specific and

4570   explicit instruction in particular areas of standard English language grammar,

4571   conventions, and vocabulary—incorporated into the actual practice of their

4572   expression of ideas and content. The following CA ELD Standards focus on the

4573   development of vocabulary, phrases, and sentence structure appropriate for

4574   academic texts.

4575   • Determining the meaning of unknown and multiple meaning words, using

4576   knowledge of morphology, context, reference materials, and visual cues

4577   (ELD.PI.9-10.6c);

4578   • Explaining how a writer's choice of phrasing or specific words produces

4579   nuances and different effects on the audience (ELD.PI.9-10.8);

4580   • Expressing attitude and opinions, or tempering statements with a variety of

4581   modal expressions (ELD.PI.9-10.11B);

4582   • Using a variety of verb phrases, noun phrases, and modifiers to create

4583   detailed sentences in a variety of text types on a variety of academic topics

4584   (ELD.PII.9-10.3-5);

4585   • Using a variety of sentence structures to show connections between ideas and

4586   to provide a level of detail and precision appropriate to academic writing

4587   (ELD.PII.9-10.6-7).

4588   ***Exemplar Text Example***

4589   As an example of a piece of writing meeting at least the minimum

4590   expectations for the grade span, an argument that a tenth grader wrote is

4591   presented in Figure 7.27 below (from achievethecore.org). The author

4592   demonstrates achievement of Writing Standard 1 for Grades 9-10: Write

4593   arguments to support claims in an analysis of substantive topics or texts, using

4594   valid reasoning and relevant and sufficient evidence. In this text, the student

4595   introduces a claim and organizes ideas clearly, supporting the claims with

4596   relevant, accurate and credible evidence, and acknowledges and refutes a

4597   counterclaim, anticipating the concerns of the intended audience. The writer

4598   maintains a formal style and objective tone throughout, and provides a conclusion

4599   that follows from and supports the argument presented. (See section below on

4600   grades eleven and twelve for an example of student informative/explanatory

4601   writing.)

4602

4603   Figure 7.27. Grade Ten Exemplar Text Example

File Name: A9-10R Keep On Reading
Argument/Opinion
Grade 10
Range of Writing
In this assignment from a language arts class, the student was asked to take a position on whether or not the school should continue its program of ten minutes of daily silent reading. He gives an introduction of some background / context on the issue, and makes a claim that in his view the ten minutes of silent reading should continue.

Keep On Reading On the first day of school, the students walk into the classroom and see a book on every desk. The teachers happily greets them and tells everyone to sit at a desk with a book that seems interesting to them. The pupils tentatively sit down in their seats and look up at their young teacher for instructions, but she sits down and is soon deeply absorbed in her story, eyes shimmering in the light. The pupils gaze in wonder at her and slowly crack open their books. We've grown up reading, but not very often do we see a teacher who exemplifies reading. Reading is recurrently a forced activity. Therefore, people both young and old feel like they HAVE to read, and so it's only something they have to do for school or work. They don't see it as an amazing skill that will not only help with their futures but also a great hobby to enjoy in life. Continuing to silent read for at least the first ten minutes of **every class is a very good idea**.	Uses narrative lead to set context and engage reader **Introduces precise claim:** The introduction states a claim about the value of ten minutes of silent reading; **distinguishes it from alternate claims** that many students do not see the value of silent reading. **Topic is substantive.** States focus / **precise claim**
The first reason why reading is class is a good idea is because it helps get some of our required silent reading done. Envision Anne, an active, sweet young lady who participates in sports and also plays a big part in the school play. The little time she spends at home every day is reserved for homework assignments and memorizing her lines. Time reading in class at school cuts down on the time Anne has to make in order to read. Reading is important to Anne but she knows she can't possibly read and make good reflections if she doesn't have the time to do so. Some people just don't have the time, so making them read more outside of school is like telling the workers of IBM to go play a football game every day- there's just not enough time outside of work and school.	**Supports claim with logical and valid reasoning, accurate and credible evidence. Points out strengths of reason by anticipating the knowledge level and concerns of the audience** (teachers, other students, parents).
There are people who say that silent reading doesn't help low level readers, but it reality, it actually helps a lot. James McNair has many techniques to help children better comprehend what they are reading. He says that children can get bored with reading if it has no meaning to them (i.e. when reading as a class, not everyone is on the same level, and therefore, the lower level readers are not as interested). Once a child discovers the wonders of reading, they are sure to come across words they don't know (2). When this happens, silent reading will surely help because they can go over words they do know, and learn as they go. This really helps since	Names **counterclaim** **Creates an organization that establishes clear relationships among claim, counterclaims, reasons, and evidence**

classwork reading may be harder for lower level readers and they have many words they don't understand as opposed to learning a couple new words a day. They need practice in order to read better so if students are not surrounded by reading then they will not get better. In a research evaluation by Chow and Chou, 9th grade students were allowed 10 minutes each day to silent read and improved their reading skills by the end of the year (4). **This is solid proof that having time to read in class is a benefit to everyone**.	**Develops claims and counterclaims fairly, supplying evidence for each**
Silent reading is not only fun, it paves way for tests – no one is allowed to read out loud or have questions read to them during a test. All tests require you to read at least questions. This doesn't include the rereading you need to do when you write essays for a test, an example being the NECAPs. Based on the National Center for Educational Statistics of 2008, reading is one of the few factors that can be the big change in test scores. The more you practice reading, the more enhanced your vocabulary gets. This helps not only the reading part, but also the writing parts, most importantly on standardized tests. Getting students to read in school ensures at least some practice for the testing that the United States schools have for students.	Reminds reader of **claim.** **Uses clauses to link major sections of text, creating cohesion and clarifying relationships between reasons and claims**
Not only is silent reading useful, it allows students to choose what they want to read, which in turn can help their future. Too frequently, class discussions are based on books that the teacher selects for their students to read. Students may get bored of always having their choices made for them and some even take it for granted and can soon forget how to deal with life on their own. KC, an avid reader, agrees: "Picking your own books allows you to be more prepared for real life, not just a classroom where decisions are typically made for you". By having the choice to find their own books, students become more independent in the process. School prepares them for life, but their choices prepare them for their future.	**Supports claim with logical and valid reasoning, accurate and credible evidence. Points out strengths of reason by anticipating the knowledge level and concerns of the audience** (teachers, other students, parents). **Establishes and maintains formal style, objective tone**
Silent reading during school hours has been a widely argued situation in many school districts of the world. We should continue to have silent reading for at least ten minutes every day, especially because of Winooski High School's Tier 1 situation. Our school officials say that our NECAP scores are getting lower and require more structure to help fix it. If that's the case, then silent reading could only help raise the scores reading well is a big part of the NECAPs, not only when we read the essays but also to read the questions that accompany them. **Having a good knowledge of reading and reading strategies will help our school and a good start to getting there is through silent reading**.	**Distinguishes claim** about value of silent reading **from counterclaim.** **Provides a conclusion which follows from and supports arguments presented**
Sources McNair, James. "Helping Children to Comprehend Faster For Better School Achievements". May 22 2009. Ezine Articles. March 10 2011 http://ezinearticles.com/?Helping-Children-to-Comprehend-Faster-For-Better-School-Achievements&id=2381196	
In this assignment from a language arts class, the student was asked to take a position **on whether or not the school should continue its program of ten minutes of daily silent** reading.	

He gives an introduction of some background / context on the issue, and makes a claim that in his view the ten minutes of silent reading should continue.

       The writer develops his claim with several reasons, which he develops with relevant, accurate, credible evidence. The writer organizes his ideas clearly and supports his claim with logical reasoning, on which he relies to develop his claim and persuade his audience of the correctness of his position. He also uses credible evidence to support and develop his claim. In addition, he acknowledges the counterclaim that there are reasons to not support the ten minutes of silent reading, then refutes that counterclaim with an argument that anticipates the concerns of his intended audience.

       The writer maintains a formal style and objective tone throughout the piece. The conclusion follows from and supports the argument presented.

4604   From achievethecore.org

4605

4606   ***Discussing and Presenting***

4607   The speaking and listening standards for grades nine and ten require students

4608   to actively engage in discussions, make oral presentations, and provide explanations

4609   of materials they have read. Students are expected to contribute actively to class

4610   discussions, ask questions, respond to classmates, and give constructive feedback.

4611   Content knowledge is demonstrated through various means, including oral

4612   presentations, writing, discussions, and multimedia. Effective expression is also a key

4613   component of the CA ELD Standards for ninth and tenth grade as students are asked

4614   to interact in meaningful ways, including "exchanging information and ideas with

4615   others through collaborative discussions on a range of social and academic topics,

4616   offering and justifying opinions, negotiating with and persuading others in

4617   communicative exchanges, and listening actively to spoken English in a range of

4618   social and academic contexts." Speaking and Listening standards new to grades nine

4619   and ten include:

4620   • Initiate and participate effectively in collaborative discussions

4621   • Work with peers to set rules for collegial discussions and decision making

4622   • Propel conversations by posing and responding to questions that relate the

4623   current discussion to broader themes or larger ideas; actively incorporate

4624   others into the discussion; and clarify, verify, or challenge ideas and

4625   conclusions.

4626   • Summarize points of agreement and disagreement, and, when warranted,

4627   qualify or justify their own views and understanding and make new

4628   connections in light of the evidence and reasoning presented

4629   • Integrate multiple sources of information presented in diverse media or formats

4630   (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of

4631   each source.

4632   • Evaluate a speaker's point of view, reasoning, and use of evidence and

4633   rhetoric, identifying any fallacious reasoning or exaggerated or distorted

4634   evidence.

4635   • Present information, findings, and supporting evidence clearly, concisely, and

4636   logically (using appropriate eye contact, adequate volume, and clear

4637   pronunciation) such that listeners can follow the line of reasoning and the

4638   organization, development, substance, and style are appropriate to purpose

4639   (e.g., argument, narrative, informative, response to literature presentations),

4640   audience, and task.

4641   o Plan and deliver an informative/explanatory presentation that: presents

4642   evidence in support of a thesis, conveys information from primary and

4643   secondary sources coherently, uses domain specific vocabulary, and

4644   provides a conclusion that summarizes the main points.

4645   o Plan, memorize, and present a recitation (e.g., poem, selection from a

4646   speech or dramatic soliloquy) that: conveys the meaning of the

4647   selection and includes appropriate performance techniques (e.g., tone,

4648   rate, voice modulation) to achieve the desired aesthetic effect.

4649   A particularly powerful strategy to develop speaking and listening skills, the

4650   Socratic Seminar provides a structure for students to investigate multiple

4651   perspectives in a text. The following figure provides an overview of the strategy:

4652

4653   Figure 7.28. Preparing an Effective Socratic Seminar

Choosing a text: Socratic seminars work best with authentic texts that invite authentic

inquiry—an ambiguous and appealing short story, a pair of contrasting primary documents in social studies, or an article on a controversial approach to an ongoing scientific problem.

Preparing the students: While students should read carefully and prepare well for every class session, it is usually best to tell students ahead of time when they will be expected to participate in a Socratic seminar. Because seminars ask students to keep focusing back on the text, you may distribute sticky notes for students to use to annotate the text as they read.

Preparing the questions: Though students may eventually be given responsibility for running the entire session, the teacher usually fills the role of discussion leader as students learn about seminars and questioning. Generate as many open-ended questions as possible, aiming for questions whose value lies in their exploration, not their answer. Elfie Israel recommends starting and ending with questions that relate more directly to students' lives so the entire conversation is rooted in the context of their real experiences.

Establishing student expectations: Because student inquiry and thinking are central to the philosophy of Socratic seminars, it is an authentic move to include students integrally in the establishment of norms for the seminar. Begin by asking students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). Ask students to hold themselves accountable for the norms they agree upon.

Establishing your role: Though you may assume leadership through determining which open-ended questions students will explore (at first), the teacher should not see him or herself as a significant participant in the pursuit of those questions. You may find it useful to limit your intrusions to helpful reminders about procedures (*e.g.* "Maybe this is a good time to turn our attention back the text?" "Do we feel ready to explore a different aspect of the text?"). Resist the urge to correct or redirect, relying instead on other students to respectfully challenge their peers' interpretations or offer alternative views.

Assessing effectiveness: Socratic seminars require assessment that respects the central nature of student-centered inquiry to their success. The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing asking students to describe their participation and set their own goals for future seminars can be effective as well. Understand that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than "getting it right" at any particular point.

4654   From ReadWriteThink.org

4655

Snapshot 7.7 Tenth Grade, History

In Mrs. Arrowsmith's sophomore history class, students have been examining India's independence movement. In preparation for the day's discussion, students have already 1) reviewed the English Bill of Rights of 1689, 2) read an excerpt from Gandhi's book, Hind Swaraj (Indian Home Rule) and F. D. Lugard's "The Rise of Our East African Empire," which details British colonial goals in Africa in 1893, in order to better understand the nature of British rule and why Gandhi's argument would gain such popular support. Finally, students completed a guided reading activity in small groups related to excerpts of Martin Luther King Jr.'s article, "Nonviolence and Racial Justice" and independently read and annotated an excerpt from Henry David Thoreau's "Civil Disobedience". For the day's Socratic seminar, the teacher created a series of open-ended questions based on the texts to pose to the class and served as a facilitator:

- o What is the nature of civil disobedience?
- o How do the viewpoints of the various authors compare/contrast?
- o How might these authors have responded to the political/social strife in the Middle East in 2010-2013?
- o When, if ever, is violence appropriate? Why or why not?

As students share, they are reminded to keep discussions based on what they read and to cite evidence from the texts. After the discussion, Mrs. Arrowsmith guides the class in creating several summary statements of "new understandings" developed as a result of the seminar. Lastly, using rubrics, individual students reflect on their participation and their readiness to engage in the content.

Strategy Variation: Clusters of students might have read different texts based on interest, readiness level, or text difficulty or students might have been divided into groups of 8-10 and asked to discuss just one question while others monitored/reflected on discussion content.

Related CA CCSS for ELA/Literacy: SL.9-10.1, SL.9-10.2, SL.9-10.4, RL.9-10.1, RL.9-10.6, RI 9-10.1, RI.9-10.9, RST.9-10.6, RST.9-10.9

Related History/Social Science Standards: 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

4656

4657 **Content Knowledge/Disciplinary**

4658 **Knowledge**

4659   Reading literature and informational

4660 text and engaging in research helps

4661 develop ninth and tenth grade students'

4662 disciplinary knowledge. As students face

4663 increased reading demands in all content

4664 areas, improved comprehension becomes
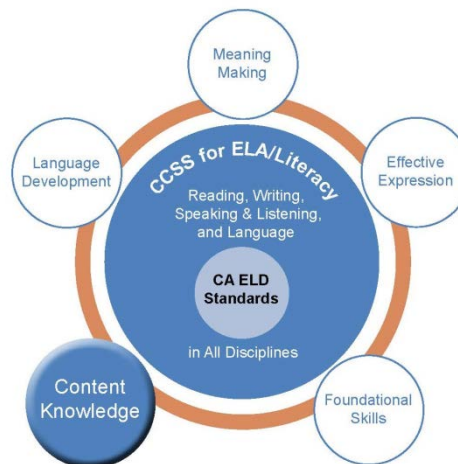
4665   critical to their academic success. The ninth and tenth grades literature and

4666   informational text CCSS build upon and extend those standards expected of students

4667   as they leave middle school. They continue to engage in increasingly complex

4668   knowledge, ideas, concepts, and narratives both in texts in school and during

4669   independent reading. Standards new to grades nine and ten:

4670   • Determine how themes or central ideas emerge and are refined by specific
4671   details.

4672   • analyze complex characters and how they are developed over the course of a
4673   text, interact with other characters, and advance the plot or develop the
4674   theme

4675   • analyze how the author unfolds an analysis or series of ideas or events of
4676   informational text, including the order in which the points are made, how they
4677   are introduced and developed, and the connections that are drawn between
4678   them.

4679   • analyze how an author's choices concerning how to structure a text, order
4680   events within it, and manipulate time create such effects as mystery, tension,
4681   or surprise.

4682   • analyze text features in functional workplace documents and how an author's
4683   ideas or claims are developed and refined by particular sentences,
4684   paragraphs, or larger portions of a text.

4685   • Analyze a particular point of view or cultural experience reflected in a work of
4686   literature from outside the United Sates.

4687   • analyze how an author uses rhetoric to advance his/her point of view or
4688   purpose in informational text.

4689   • analyze the representation of a subject or a key scene in two different artistic
4690   mediums for literature and analyze various accounts of a subject told in
4691   different mediums, determining which details are emphasized in each
4692   account.

4693 • identify false statements and fallacious reasoning in an argument and claims

4694   of informational text.

4695 • Analyze seminal U.S. documents (e.g., Washington's Farewell Address, the

4696   Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from

4697   Birmingham Jail") of historical and literary significance, including how they

4698   address related themes and concepts.

4699   Importantly, by the end of grades 9 and 10, students are to read and

4700 comprehend literature and informational text in the grades 9-10 text complexity band

4701 proficiently, with scaffolding as needed at the high end of the range.

4702   As ninth and tenth grade students interact with text, they are also expected to

4703 engage in research to build and present knowledge. The CA CCSS for ELA/Literacy

4704 expect ninth and tenth graders to conduct more sustained research projects to

4705 answer a question (including a self-generated question) or solve a problem, narrow

4706 or broaden the question when needed, and synthesize multiple sources of the

4707 subject; gather relevant information from multiple authoritative print and digital

4708 sources, using advanced searches effectively; assess the usefulness of each

4709 source; and integrate information into the text, avoid plagiarism, and follow a

4710 standard format for citation, including footnotes and endnotes.

4711   Reading is critical to building disciplinary knowledge in history, social studies,

4712 science, and technical subjects. Because the majority of reading in colleges,

4713 workforce training programs, and careers is sophisticated nonfiction, students must

4714 be able to read complex content area text independently and with confidence. The

4715 CCSS for Literacy in History/Social Studies, Science, and Technical Subjects are

4716 meant to complement the specific content demands of the disciplines. For example,

4717 the Reading Standards for Literacy in History/Social Studies expects ninth and tenth

4718 grade students to cite specific textual evidence to support analysis of primary and

4719 secondary sources, attending to features such as date and origin of the information

4720 (RH.9-10.1); integrate quantitative or technical analysis (e.g., charts, research data)

4721 with qualitative analysis in print or digital text (RH.9-10.7); and compare and contrast

4722 treatments of the same topic in several primary and secondary sources (RH.9-10.9).

4723   Other examples from the Reading Standards for Literacy in Science and Technical

4724   Subjects include that students are expected to follow precisely a multistep procedure

4725   when carrying out experiments, taking measurements, or performing technical tasks,

4726   attending to special cases or exceptions defined in the text (RST.9-10.3); determine

4727   the meaning of symbols, key terms, and other domain-specific words and phrases

4728   (RST.9-10.4); and assess the extent to which the reasoning and evidence in a text

4729   support the author's claim for solving a scientific or technical problem (RST.9-10.8).

4730

Vignette 7.9 Tenth Grade Science

Ms. Shankle has been teaching a unit on force and motion to her tenth grade science class. In addition to investigative activities and work with the important vocabulary, Ms. Shankle had her students read from the text, supplemental materials, and instructional web sites that contained both technical explanations and diagrams. She knew that it was often difficult to integrate these two formats of information. Ms. Shankle collaborated with the ELA teacher on her team. The ELA teacher, Ms. Ryan, suggested that the students may benefit from generating questions to monitor their understanding of the content. The ELA teacher shared her experiences of teaching students to generate questions to monitor comprehension. She expressed that although this strategy would require more active involvement of students than answering teacher-generated questions, it would equip them to self-regulate their learning. The ELA teacher also indicated that the kinds of questions the students produced would let Ms. Shankle know whether they were being distracted by extraneous information in the text or if they were focusing on particular examples at the expense of the overarching principles.

When she first introduced the strategy, Ms. Shankle told her students, "Today, we are going to be reading about how to determine an unknown force acting on a object, given our knowledge of the other forces acting on the same object. You know that scientific writing is very different from the kinds of text you might typically read in your English language arts class or for your own pleasure. This text will have procedural information to guide you in the steps of calculating acting on a box while a force (F_{app}) is being applied to it. You will also see figures and formulas that relate to what is being described in the written portions.

"The author communicates a lot of information in a very short space, so we're going to use a strategy to make sure we understand everything. As we read a section, we're going to write questions that connect information from the paragraph with information in the diagram or formula. I am going to model how to write these types of questions for the first section and, then, you are going to work with your lab partners on writing some of your own. Afterwards, we will check our understanding by answering the questions together."

Ms. Shankle gave the class two minutes to read the section on calculating the normal force (F_N) that contained the following text and accompanying diagram:

To determine the magnitude of the normal force ($\mathbf{F_N}$), start by drawing a free-body diagram depicting all the forces acting upon the object. Remember that a free-body diagram is a type of vector diagram in which the length and direction of the arrows indicates information about the forces. Each force arrow in the diagram is labeled with an uppercase bold letter F and a subscript to indicate the exact type of force.

Next, align the chosen coordinate system so that as many as possible of the forces are parallel or perpendicular to the coordinate system axes. Forces directed at an angle with respect to the coordinate system, such as a push on a large box ($\mathbf{F_{app}}$), have two components: a horizontal and a vertical component. Those components are calculated using the magnitude of the applied force (F_{app}) and the angle of the force, with respect to the coordinate system. Assuming minimal to no friction, the normal force $\mathbf{F_N}$ acting upon the large box would be equivalent to the sum of the downward forces, which would include the perpendicular component of the applied force (F_{app}) and the force exerted by the weight of the box due to gravity ($\mathbf{F_g}$).
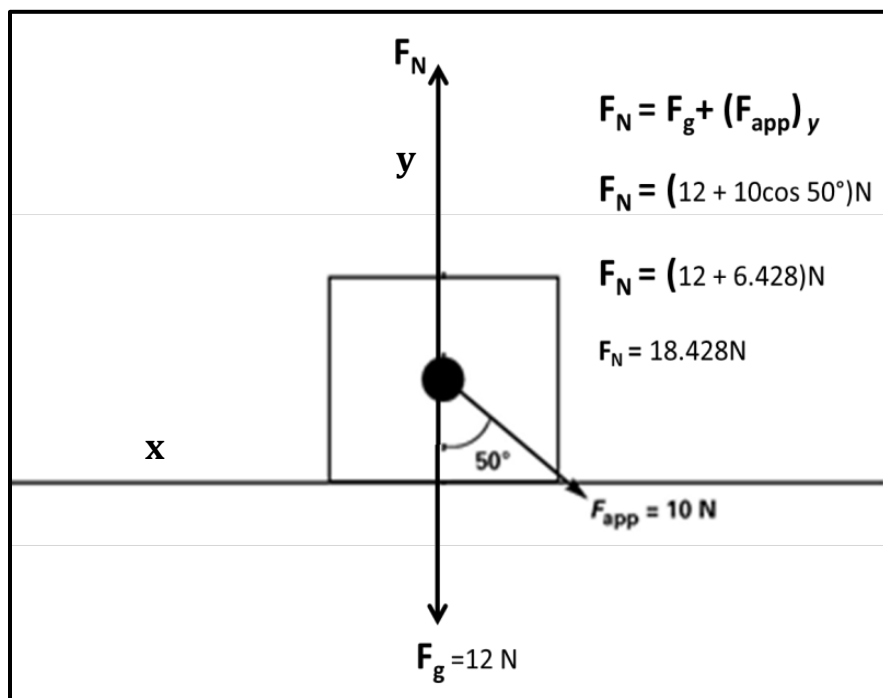
Ms. Shankle then talked through how she would form a question to connect information from the paragraphs with the diagram. "I want to make sure I am relating the written information in this section with the diagram provided here. The paragraph is describing a procedure in solving problems about forces: drawing the free-body diagram. The diagram here is just one example showing the component of the forces in the y-direction. I want to remember the author's points about what the free-body diagram should show, not just what is shown on this particular diagram. One question I could ask is: 'The length of the arrow, or vector, is used to show what?' That would check whether I remember the important information about depicting the forces. To answer this question, I need to relate the information in the paragraph with the example provided in the diagram. The length of the arrow reflects the magnitude of the force."

Ms. Shankle recorded that question on the board and asked the students to write it in their notebooks or type it using a computerized device. Then, she had the lab partners work together to generate another question that would check their understanding of how the written paragraphs connected to the diagram and the use of proper vocabulary. As she monitored their work, Ms. Shankle noticed that several partners were writing questions about the normal force being drawn perpendicular to the surface of contact or the direction of the arrow showing the direction in which the force is acting. If a pair finished quickly, she asked the students to continue writing additional questions and challenged them to make the answers require someone to think critically. However, not everyone showed this level of skill with the strategy. One pair of students

was writing a question specific to the formula in the example diagram: The normal force (F_N) is equal to 12N plus what? She talked to the students about how to reword the question to apply to other situations and to remind them of the connection between drawing free-body diagrams and applying equations to solve problems. With guidance, the partners rewrote the question as: When there is a force applied at an angle to the horizontal, with respect to the referenced frame, how do we decompose the force into horizontal and vertical components?

> After each set of lab partners had written at least one question, Ms. Shankle asked several students to share what they had generated. She used the students' suggested questions as peer models for different ways questions could be worded and to discuss how the questions could be evaluated by their usefulness in checking your understanding of the important points. As they were offered, Ms. Shankle listed all the questions on the board and had students copy them in their notebooks. She then had the partners return to the text to answer each question.

Related CA CCSS for ELA/Literacy: RI.9-10.4, RI.9-10.10; L.9-10.4; L.9-10.4; RST.9-10.1, RST.9-10.3, RST.9-10.4, RST.9-10.5, RST.9-10.6, RST.9-10.7, RST.9-10.10

Related Next Generation Science Standards: HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

4731   Adapted from Kosanovich, Reed and Miller 2010

4732

4733   This scenario offers several examples of effective teaching practices and

4734   Reading Standards for Literacy in Science and Technical Subjects. For example, the

4735   teacher collaborated with her team members about which strategy to implement and

4736   she provided explicit instruction: explaining, modeling, and providing guided practice.

4737   She also engaged the students in the research-based strategy of generating

4738   questions to ask and then answer in order to help them comprehend the complex

4739   text. Motivation and engagement were addressed when the students worked in pairs

4740   to share ideas and background knowledge. The teacher also talked about the

4741   differences between text structures for different types of text (e.g., English language

4742   arts and science) (RST.9-10.5). Students used technology (i.e., websites) and text-

4743   based sources to help determine the meanings of domain-specific words (RST.9-

4744   10.4). The students were expected to analyze and make connections between

4745   information from text and diagrams (RST.9-10.7).

4746

4747

4748   **Wide Reading and Independent Reading**

4749   Reading widely and independently is essential to building proficiency in

4750   reading and knowledge across all content areas and to becoming broadly literate.

4751

4752   **Foundational Skills/Supporting All Learners**

4753   For information on teaching

4754   foundational skills to high school students who

4755   need it, see the overview of this chapter as

4756   well as chapter 9, Equity and Access.

4757

4758   **An Integrated and Interdisciplinary**

4759   **Approach**

4760   As noted several times in this

4761   framework, the CA CCSS for ELA/Literacy and

4762   the CA ELD Standards call for an integration of reading, writing, speaking, and

4763   listening. In addition, these two sets of standards are inextricably linked to every

4764   area of the curriculum. In order for students to learn content in courses across the

4765   disciplines, they must use language in general—and the language of the discipline in

4766   particular—to comprehend, clarify, and communicate concepts. Snapshots and

4767   vignettes provided in the Content Knowledge/Disciplinary Knowledge sections for

4768   grades nine-ten and eleven-twelve illustrate the integration of the ELA/Literacy

4769   strands with high school content areas:

4770   • Grades 9-10 Vignette: Tenth Grade Science

4771   • Grade 11-12 Vignette: Twelfth Grade Social Studies

4772   Vignettes focused on ELA and designated ELD content for grades eleven and

4773 twelve are provided in the upcoming section, ELA/Literacy and ELD in Action in

4774 Grades Eleven and Twelve.

4775 **English Language Development in Grades Nine and Ten**

4776   In grades nine and ten, English learners learn English, learn content

4777 knowledge through English, and learn about how English works. English language

4778 development occurs throughout the day across the disciplines and also during a time

4779 specifically designated for developing English based on English learners' language

4780 learning needs.

4781   In integrated ELD, ninth and tenth grade teachers use the CA ELD Standards

4782 to *augment* the ELA or other content instruction they provide. For example, to

4783 support English learners at the Emerging level of English language proficiency to

4784 write an expository essay, a teacher might provide substantial support in the form of

4785 a graphic organizer that structures the essay into particular text structures (e.g.,

4786 comparison-contrast). She might have the students use a model essay as a "mentor

4787 text" and highlight particular language that is expected in expository essays (e.g.,

4788 use of relevant connectors and comparative forms; general academic vocabulary

4789 relevant to the topic). She might also provide sentence or paragraph frames for key

4790 phases of the essay, and she might also provide bilingual dictionaries so the

4791 students can include precise vocabulary related to the topic and text structure.

4792 Students at the Expanding and Bridging levels of English language proficiency may

4793 not need this level of linguistic support. However, all students will need varying

4794 levels of scaffolding depending on the task, the text, and their familiarity with the

4795 content and the language required to understand and discuss it. Figure 7.29 shows

4796 a section of the CA ELD Standards a teacher might use in planning this type of

4797 differentiated instructional support during ELA.

4798

4799   Figure 7.29. Using the CA ELD Standards in Integrated ELD

English Language Development Level Continuum		
→-------- Emerging ---------→------------ Expanding -----------→------------- Bridging ----------------→		
10. Writing	**10. Writing**	**10. Writing**
a) Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.	a) Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	a) Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.

4800

4801   Designated ELD is a protected time during the regular school day where

4802   qualified teachers work with English learners. Students are grouped by similar

4803   English proficiency levels and teachers focus on critical academic language the

4804   students need to develop in order to be successful in academic subjects. Designated

4805   ELD time is an opportunity to focus on and delve deeper into the linguistic resources

4806   of English that English learners must develop in order to engage with and make

4807   meaning from academic content, express their understanding of content, and create

4808   new content in ways that meet the expectations of the CA CCSS for ELA/Literacy and

4809   other content standards. Accordingly, the CA ELD Standards are the primary

4810   standards used during this designated time. However, the content focus is derived

4811   from ELA and other areas of the curriculum. The main instructional emphases in

4812   designated ELD in the ninth and tenth grades are:

4813   • building students' abilities to engage in a variety of collaborative discussions

4814   about academic content and texts,

4815   • developing students' academic vocabulary and syntax,

4816   • building students' metalinguistic awareness in order to support close reading

4817   and writing of different text types, and

4818   • building students' ability to write coherent and cohesive academic texts in

4819   English.

4820   Students entering U.S. schools in ninth and tenth grades at the lower levels of

4821   English language proficiency will need to develop these skills in an *intensive* and

4822   *accelerated* program of English language development study, so that their academic

4823   studies are not compromised. Long-term English learners, that is, students who

4824   have been in U.S. schools since elementary school and have still not advanced

4825   beyond Expanding level proficiency in English, also need *intensive* instruction in

4826   academic English—they need to be explicitly taught how to recognize and analyze

4827   academic vocabulary, sentence structures, discourse structures, and text structures,

4828   and must be expected to actively and accurately use academic language in their

4829   own oral and written expression.

4830   Students build language awareness as they come to understand how

4831   different text types use particular language resources (e.g., vocabulary,

4832   grammatical structures, ways of structuring and organizing whole texts). This

4833   language awareness is fostered when students have opportunities to experiment

4834   with language, shaping and enriching their own language using these language

4835   resources. During designated ELD students should engage in discussions related

4836   to *the content knowledge* they are learning in ELA and other content areas, and

4837   these discussions should promote the use of the language from those content

4838   areas. Students should also *discuss the new language* they are learning to use.

4839   For example, students might learn about the grammatical structures of a particular

4840   complex text they're using in science or ELA, or they might explicitly learn some of

4841   the general academic vocabulary used in the texts they're reading in ELA or social

4842   studies.

4843   In grades nine and ten, since designated ELD builds into and from ELA and

4844   other content areas, the focus of instruction will depend on what students are learning

4845   and what they are reading and writing throughout the day. As the texts students are

4846   asked to read become increasingly dense with academic language, designated ELD

4847   may focus more on reading and writing at different points in the year, particularly for

4848 students at the Expanding and Bridging levels of English language proficiency.

4849 Eleventh and twelfth graders need to obtain the skills to graduate from high school in

4850 a short time. Their instructional program, including designated ELD, should reflect the

4851 anticipated linguistic and academic challenges of the curriculum and prepare them for

4852 this challenge. An intensive focus on language, in ways that build into and from

4853 content instruction, supports students' ability to use English effectively in a range of

4854 disciplines, raises their awareness of how English works in those disciplines, and

4855 enhances their understanding of content knowledge. Examples of designated ELD

4856 aligned to different content areas is provided in the snapshots and vignettes

4857 throughout this chapter. For an extended discussion of how the CA ELD Standards

4858 are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other

4859 content standards and as the principal standards during designated ELD, see

4860 Chapter 2.

4861 **ELA/Literacy and ELD in Action in Grades Nine and Ten**

4862   The research-based implications for ELA/Literacy and ELD instruction in

4863 grades nine and ten have been outlined above and in the Overview of the Span

4864 section of this chapter. In the following section, detailed examples are provided to

4865 illustrate how the principles and practices discussed in the preceding sections look in

4866 California classrooms. The examples provided are not intended to present the only

4867 ways to implement the CA CCSS for ELA/Literacy and the CA ELD Standards.

4868 Rather, they are intended to provide concrete illustrations of how to implement some

4869 of the CA CCSS for ELA/Literacy and ELD Standards so that teachers can discuss

4870 the examples and use them as they collaboratively plan lessons, extend their

4871 learning, and refine their practice.

4872   **ELA/Literacy and ELD Vignettes**

4873   The two vignettes below provide examples of using the CA CCSS for

4874 ELA/Literacy and CA ELD Standards for instruction. Vignette 7.10 provides an

4875 example for using the CA CCSS for ELA/Literacy in tandem with the CA ELD

4876 Standards during ELA instruction. Vignette 7.10 focuses on project-based study of

4877 Shakespeare's *Macbeth*. Vignette 7.11 focuses on delving deeper into the language

4878 of reading, research, and writing on the topic of Macbeth during designated ELD

4879 instruction time.

4880   Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge

4881 the importance of reading complex texts closely and thoughtfully to derive meaning.

4882 As Shanahan (2013) has pointed out, the meaning of complex texts "is hidden in the

4883 text and needs to be acquired through careful and thorough analysis and reanalysis."

4884 Accordingly, teachers should prepare close reading lessons carefully and

4885 purposefully before teaching. Teachers should select challenging texts that are worth

4886 reading and rereading, read the texts ahead of time in order to determine why it might

4887 be challenging, and plan a sequence of lessons that build students' abilities to read

4888 complex texts with increasing independence. This requires teachers to analyze the

4889 cognitive and linguistic demands of the texts, including the sophistication of the ideas

4890 or content of the text, students' prior knowledge of the content, and the complexity of

4891 the vocabulary, sentences, and organization of the text.

4892   During instruction, teachers should model how to read text closely by thinking

4893 aloud for students, highlighting the literal and inferential questions they ask

4894 themselves and language and ideas that stand out to them while reading. Teachers

4895 provide concrete methods for students to read more analytically and guide students

4896 to frequently read complex texts using these methods with appropriate levels of

4897 scaffolding. Ninth and tenth graders need many opportunities to read a wide variety

4898 of complex texts and to discuss the texts they're reading, asking and answering literal

4899 (on the surface) and inferential (below the surface) text-dependent questions to

4900 determine the meanings in the text and to evaluate how well authors presented their

4901 ideas.

4902   Importantly, for English learners and other language minority students,

4903 teachers should explicitly draw attention to text structure and organization and to

4904 particular language resources (e.g., text connectives, long noun phrases, types of

4905 verbs, and verb tenses) in the complex texts that helped the author convey particular

4906 meanings. Examples of specific language resources are using text connectives to

4907 create cohesion (e.g., *for example*, *unexpectedly*, *in the end*); long noun phrases to

4908 expand and enrich the meaning of sentences (e.g., "The first appearance of staff

4909 notation, in which pitch was indicated by noteheads on or between lines with a

4910 symbol called a clef at the beginning to fix the pitch of one note, was in the 9th

4911 century French treatise Musica enchiriadis." [CCSS, Appendix B, p.133]); and

4912 complex sentences which combine ideas and convey meaning in specific ways (e.g.,

4913 "When Gregor Samsa woke up one morning from unsettling dreams, he found

4914 himself changed in his bed into a monstrous vermin." [CCSS, Appendix B, p.101]).

4915 Providing English learners with opportunities to discuss the language of the complex

4916 texts they are reading enhances their comprehension of the texts while also

4917 developing their metalinguistic awareness.

4918   The following vignette illustrates how a teacher might implement the CA CCSS

4919 for ELA/Literacy and the CA ELD Standards during ELA instruction where project-

4920 based reading, research, and writing is the focus of instruction.

Vignette 7.10 Tenth Grade, Project-based study of Shakespeare's *Macbeth*

Background: Mr. Pinza's 10th grade ELA class was studying Shakespeare. He wanted to engage his students in a project-based activity to help them thoughtfully integrate close reading, writing, speaking, and listening activities as complements to each other. The following depicts an intense study of literature, including the use of textual evidence to support an argument about a character's motivation and the integration of non-fiction documents including historical research, mythology, and other potential sources.

Lesson Context: The objective of the project is to determine whether Macbeth is individually responsible for his crimes. As a class, we will put Macbeth on trial. While some students may choose to portray specific roles in the trial, everyone will participate in the preparation of the trial. Everyone will also write an essay that decides whether Macbeth should be held responsible.

Learning Targets:
The learning goals of the trial project include that all students will be able to:
- ❖ Marshall appropriate evidence in order to effectively support assertions.
- ❖ Understand and apply conventions of public speaking (use of body, face, voice) in order to enhance the ethos, logos, and pathos of oral presentations.
- ❖ Recognize how literature can illustrate specific culture elements through use of stylistic and narrative devices. *(emphasis: historical background)*
- ❖ The knowledge and skills used in this inquiry-based activity can be directly applied to social science standards, specifically the democratic process. Additionally, students should be made aware of the relevance to their daily lives as citizens of a democratic society.

The learning goals for the essay decision (essay) include that all students will be able to:

- ❖ Understand and apply stylistic devices that affect the aesthetic of written and oral communication.
- ❖ Effectively organize multiple details around a clear topic and/or thesis statement.
- ❖ Marshall appropriate evidence in order to effectively support assertions.
- ❖ Understand and apply written conventions, including MLA formatting and formal grammar principles.
- ❖ **Language Objective:** Students are expected to use the language cues provided in the research worksheets and the argumentation briefs in their own independent writing, as well. If done correctly, some of the students' arguments that they composed in their briefs can also be transposed, almost verbatim, into their essays.

Primary CA CCSS for ELA/Literacy Addressed: RL.9-10-.3 – Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme; W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; W.9-10.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research; L.9-10.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Primary CA CCSS for ELA/Literacy Addressed (Expanding level shown): ELD.PI.9-10.6b – Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials; ELD.PI.9-10.11 – Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge; ELD.PI.9-10.2b – Apply knowledge of familiar language resources for linking ideas, events, or reasons, throughout a text.

Lesson Excerpts:

THE TRIAL – THE ACTIVE ROLES:

Prosecutors (2): These are the attorneys who will attempt to prove that Macbeth must be held individually responsible for all of his crimes. During the trial, they will give an opening statement, question witnesses, and present a closing statement.

Defense attorneys (2): These are the attorneys who attempt to show that Macbeth should not be held individually responsible for all of his crimes. During the trial, they will give an opening statement, question witnesses, and present a closing statement.

Witnesses: Other students will play characters from the story. Attorneys will call each witness to the witness stand, where each witness will answer questions under direct- and cross-examination. The student's job is to know the character's actions and motivations thoroughly and to help determine whether this character provides evidence of Macbeth's guilt or innocence. Students can choose which character they wish to play as a witness, but the following characters MUST be present at the trial:

- ❑ Macbeth (the defendant)
- ❑ Lady Macbeth
- ❑ Malcolm
- ❑ Banquo
- ❑ Macduff

❑   The Witches and Hecate – can be 1-4 people, but they all come to the stand at once. Everyone who comes to the stand MUST speak while on the witness stand.

CSI: SCOTLAND

Before performing in the trial, all students will be a part of the **C**ritical **S**hakespeare **I**nvestigation team. This team helps the actors research the play and find specific details about the characters, plot, symbolism, themes, and historical context. **Every student will be responsible for completing research worksheets and argumentation briefs** before the trial begins.

❑   Attorneys and witnesses must complete at least FOUR research worksheets and TWO argumentation briefs.

❑   All other students must complete EIGHT research worksheets and FOUR argumentation briefs.

❑   **Language Instruction:** Both of these forms will emphasize specific language cues that will help students articulate the information they find and how it relates to the question of Macbeth's level of independent responsibility.

Research Worksheets: These sheets are meant to be *informational*, so language should reflect the information found and connect it to the objective of the project.

EX: *Elizabethans believed that witches…   Therefore, when people would see the witches in the play, they might think that…. Macbeth says, "…" when he sees the witches. He seems to feel/believe/think …… because …..*

Argumentation Briefs: These sheets are meant to be *argumentative*, so language should present information (gathered from the Research Worksheets) as evidence in support of specific claims about Macbeth's level of individual responsibility.

EX: *Since women were accused of witchcraft during Shakespeare's time [footnote with reference to source of information], the witches and Lady Macbeth are all presented as negative influences on Macbeth. Therefore, the story presents a protagonist who is manipulated by these women, which limits his own sense of responsibility.*

THE WRITTEN DECISION

All students will write a persuasive essay at the end of this project. The essay will take a stand about whether Macbeth is personally responsible for his crimes. The thesis must answer "yes" or "no" – no waffling allowed! The essay should follow MLA format as well as the structure for persuasive argumentation that we discussed earlier. Quotations from and summaries of the play must be used to prove your thesis; outside research may also be used.

One attorney from both sides (both prosecution and defense) will write a persuasive speech on this topic and deliver that speech as their closing statement in the trial. The speech should be 5-7 minutes in length. Prosecution will argue that Macbeth *is* personally responsible, while the defense will argue he is *not*. Note cards may be used, but proper speaking techniques are still expected. A complete, MLA-compliant transcript of the speech must be turned in immediately following the trial.

Students will be expected to write this essay in one hour as part of the Final Exam. You may bring your *Macbeth* texts and two argument briefs to the Final. Bookmarks or Post-It's may be placed in the *Macbeth* books, but the bookmarks must not contain any other writings. *The two attorneys who presented the closing statements in the trial will be exempt from this portion of the Final Exam.*

CSI To-Do List ~ Research for the trial of Macbeth

❖   **WITNESSES:** If you are portraying a character in the trial, you must examine all of the character's dialogue and actions throughout the play. You should also carefully examine lines that other characters say about your character (e.g. If you're preparing to testify as Macbeth, consider how Lady Macbeth describes you in Act 1, Scene 5.) Your task is to find clues that might indicate whether this character: a) believes Macbeth is

individually innocent or guilty, and/or b) can provide evidence of Macbeth's innocence or guilt. Consider the following questions as you research:
- o What is this character's objective throughout the play? What does s/he want?
- o What is this character's motivation throughout the play? Why does s/he want these things?
- o What is this character's relationship to Macbeth?
- o How is s/he involved in Macbeth's crimes?
- o How is this character affected by Macbeth's crimes?
- o Does this character ever comment about whether Macbeth's actions are right or wrong?

❖ **RESEARCH IDEAS FOR THOSE WHO ARE NOT WITNESSES IN THE TRIAL:**
- o Research the beliefs about witchcraft that were common in Europe from 1500-1700 (Shakespeare's era). What could witches do? How did they act? Why, exactly, did Europeans fear them in that era? Can they control human behavior? (Those who play the Witches in the trial should share some of this research.)
- o Research Hecate – what does she represent? What are her powers? How does her presence in the play affect Macbeth – does she or can she control his actions? (Those who play Hecate in the trial should share some of this research.)
- o How might the Protestant Reformation and the idea of predestination have influenced Shakespeare's writing of this play? Remember: the ideas of Martin Luther and John Calvin would have been hot topics of social debate around the time that Shakespeare wrote *Macbeth*.
- o Are there themes in this play that Shakespeare is trying to communicate? Does his use of symbolism, irony, and other such devices indicate how Shakespeare himself might answer this question? Here are some specific elements to examine:
  - Find all the references to *sleep* in the play. What pattern do you see in the symbolism of sleep? Is there a consistent theme that emerges? Is there a way you can use this theme to argue whether Macbeth or Lady Macbeth regret their actions?
  - Find all *supernatural* occurrences in the play (witches, ghosts, floating daggers, etc.). What pattern do you see in their symbolism? Is there a consistent theme that emerges? Is there a way you can use this theme or pattern to argue whether Macbeth's actions are being controlled by these other-worldly forces?
- o What is Macbeth worried about in Act 3? Consult these lines:
  - 3.1.50-77: soliloquy that starts with "To be thus is nothing".
  - 3.2.5-9: Lady Macbeth is worried about something similar.
  - 3.2.15-17: Macbeth again
- o Summarize how the actions, attitudes, and relationship of Macbeth and his wife change in Act III. Consult 3.2.18-52 .
- o Examine Act IV, Scene 1 in detail. How much do the prophecies influence Macbeth's actions? Is he free to ignore them? Are the witches even trying to control Macbeth's behavior? Why is Macbeth even here? If you like, create a graphic novel depicting this scene. Your graphic novel can replace 2-4 research worksheets, depending on your novel's quality and detail.

❖ REMEMBER, YOUR RESEARCH HAPPENS IN TWO STEPS:
- o Fill out a **research worksheet**, documenting the information, its source, and its possible applications for your essay and/or the trial.
- o Then, complete **argumentation briefs** that build specific arguments around the information. These briefs should spell out **specific reasons why Macbeth is or is not individually guilty** for his crimes.
- o Your briefs do not all have to fall on the same side of the question of guilt. In

	other words, you can create some arguments that prove Macbeth's guilt, while other briefs may argue that he is innocent. It's OK to waffle in your initial research, but *when writing your essay, you must take a stand.*
TIMELINE	approximately two to three weeks
	• One week for student research and prep
	• Up to a full week for the trial
	• Possibly a third full week, depending on how many planning, editing, revision, and/or debrief activities are necessary during class time.

Adapted from: Paul Pinza

Designated ELD Vignette

The example in vignette 7.10 illustrates good teaching for all students. In addition to good first teaching, English learners benefit from intentional and purposeful designated ELD instruction that stems from and builds into content instruction. The following vignette illustrates and example of how designated ELD can build from and into lessons on close reading during ELA.

Vignette 7.11 Designated ELD Instruction in Ninth and Tenth Grades

Background: Ms. Gordon is collaborating with Mr. Pinza to provide her English learners with support in understanding and using the English language necessary to engage in the Macbeth trial project. Her English learners are at the Expanding level, and have had previous experience with reading and analyzing literature; some are long-term English learners who have been designated English learners since late elementary school, when arrived in the U.S.; others have recently arrived in the U.S. and have grade-level academic proficiency in their native language. For both sets of students, Ms. Gordon has determined that the focus of instruction needs to be on the vocabulary and grammatical structures of academic language, to support the ideas they can express in everyday English.

Lesson Context: To support her students' reading of *Macbeth*, Ms. Gordon has provided her students with a range of reading material they could select from, including annotated versions of the play, a side-by-side version with Shakespearean English "translated" into modern day English, and a graphic novel version. Students who can find a copy of Macbeth translated into their native language can also read the translated version. During ELD classtime, Ms. Gordon has also shown her student clips of performances of key scenes they are analyzing for their ELA class project.

Learning Target: Students practice using connectives and appropriate verb tenses and vocabulary related to a writing assignment on *Macbeth*.

Primary CA ELD Standards Addressed (Emerging level shown): ELD.PI.9-10.4 – Adjust language choices according to the context, purpose, task, and audience; ELD.PI.9-10. 6a – Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia

formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words; ELD.PII.9-10.3 – Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas; ELD.PII.9-10.6 – Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas.

Lesson Excerpt: For this lesson, Ms. Gordon is scaffolding her students' use of connectives and verb forms as they fill out their Research Worksheets and Argumentation Briefs, for which Mr. Pinza has indicated some sample language forms for the students to use. She presents these examples for the students to analyze and discuss; together, they determine the function of the verb tenses and clausal connectors, and the relationship between the two and other elements of the text and task, all of which combine to create particular nuanced meanings.

Example sentence:
> *Macbeth says, "…" when he sees the witches. He seems to feel/believe/think …… because …..*

Verb tense and context:
- Simple present tense is used to refer to timeless reporting of what characters do or say in a literary work.
- Simple present is used in sentences with connectors showing concurrent time (*when*) or logical reason (*because*).

Vocabulary extension: Ms. Gordon also guides her students to generate more verbs and connectors related to the ones they are studying—adding to the list any that students couldn't come up with themselves (e.g., *feel, believe, think, realize, experience, recognize*; *because, since, as*).

Example sentence:
> *Since women were accused of witchcraft during Shakespeare's time, the witches and Lady Macbeth are all presented as negative influences on Macbeth. Therefore, the story presents a protagonist who is manipulated by these women, which limits his own sense of responsibility.*

Verb tense and context:
- "Since" indicates a causal relationship to a historical event; the historical event is in simple past tense (and passive construction, since who accused them is not important here). "Therefore" presents the author's conclusion—verb is in timeless present. "which" connects the ideas of the author's conclusion (protagonist is manipulated) and its effect on the protagonist (limits his sense of responsibility)—verb stays in timeless present tense.

Vocabulary extension: Here Ms. Gordon focuses on some of the general academic vocabulary (*manipulated*) and vocabulary specific to literary analysis (*protagonist*) to make sure students have a full understanding of what they are reading and discussing; students explain to each other in their own words what the words mean.

Example sentence:
> *Elizabethans believed that witches…Therefore, when people would see the witches in the play, they might think that….*

Verb tense and context:
- Simple past is used again for reporting historical evidence.
- After "therefore," presenting a logical conclusion, the author is presenting a hypothetical cause/effect relationship in the past: "when" introduces a given situation in the past—use of "would" indicates that the seeing did not happen at one specific time; and "might" shows the thinking is a hypothesis of the

author about the result.
Vocabulary extension: Ms. Gordon emphasizes use of the word *hypothesis* and related forms *hypothesize* and *hypothetical*, which students can use during their discussion of textual and grammatical analysis, as well as in their own writing.

4930

4931

4932   **Grades Eleven and Twelve**

4933   Eleventh and twelfth graders need to meet college and career readiness

4934   standards, as well as demonstrate citizenship and broad literacy by the time they

4935   graduate. They must continue to engage with increasingly demanding ELA content

4936   as they encounter the demands of increasingly complex knowledge, ideas, concepts,

4937   and narratives both in texts in school and during independent reading, as well as

4938   show proficiency in high-level reading and writing skills across the content areas, as

4939   described in the standards for Literacy in History/Social Studies, Science and

4940   Technical Subjects. Eleventh and twelfth graders who are entering school as English

4941   learners, or who have been in U.S. schools since the elementary years but are still

4942   designated as English learners, need particular attention, as their English language

4943   and literacy abilities—especially in academic English—must improve in an

4944   accelerated time frame in order for them to meet the rigors of high school and

4945   graduate within two years.

4946   This grade-level section provides an overview of overarching themes of

4947   ELA/Literacy and ELD instruction in grades nine and ten. It offers guidance for

4948   ensuring English learners have access to ELA and content instruction, including

4949   integrated and designated ELD instruction. Snapshots and vignettes bring several of

4950   the concepts to life. The section concludes with listings of the California's CCSS for

4951   ELA/Literacy and CA ELD Standards for the grade level.

4952   **Key Themes of ELA/Literacy and ELD Instruction in Grades Eleven and**

4953   **Twelve**

4954   In this section, the key themes of ELA/Literacy and ELD instruction are

4955   discussed as they apply to grade eleven and twelve. These include **meaning**

4956   **making**, **language development**, **effective expression**, **content knowledge**,

4957   and **foundational skills**. See Figure 7.30.

4958

4959   Figure 7.30. Themes and Context for Implementation of the CA CCSS for

4960   ELA/Literacy and the CA ELD Standards

4961

4970
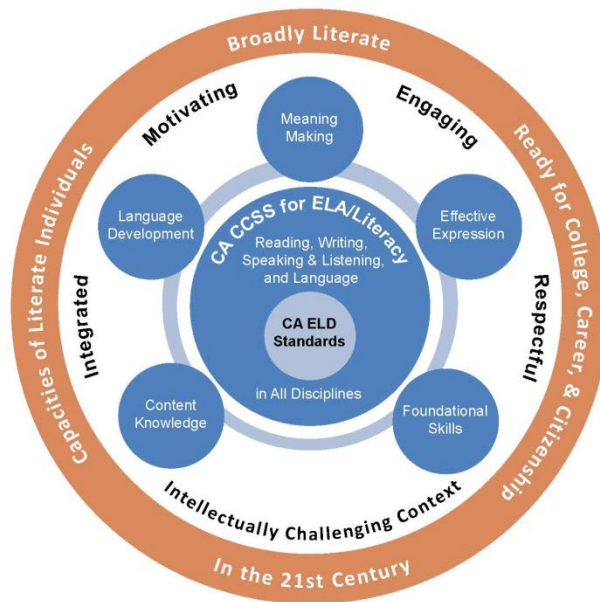
4971   **Meaning Making**

4972   In grades eleven and twelve, students

4973   are working with a more rigorous level of text

4974   and using their reading comprehension

4975   strategies in ways that empower them to use

4976   the information they are analyzing. By eleventh

4977   grade it is expected that students are actively

4978   reading and writing and engaging with more

4979   complex literary and informational text,

4980   expanding their content area knowledge and

4981   actively developing academic literacy in all

4982   disciplines including history/social studies, science, literature and technical subjects.

4983   The goal of making meaning in grades eleven and twelve is to help students

4984   understand and use the information they read in meaningful ways. The eleventh and

4985   twelfth grade reading standards for informational text and literature require students

4986   to be able to analyze text and cite evidence to support their understanding of key

4987   ideas and supporting details, including where the text leaves matters uncertain.

4988   Students need to be able to objectively summarize the main idea of a text and be

4989   able to analyze key concepts, plot development, and ideas that are presented. There

4990   is a focus on comprehension of words and phrases as they are used in the context of

4991   the reading passage, including words with multiple meanings or language that is

4992   engaging (e.g., works from Shakespeare). Students analyze text structure and how it

4993   contributes to the meaning of the text; analyze a case in which grasping point of view

4994   requires distinguishing what is directly stated in a text from what is really meant (e.g.,

4995   sarcasm); and analyze multiple interpretations of a story, drama, or poem. In grades

4996   eleven and twelve, teachers will need to both introduce reading comprehension

4997   strategies to use with challenging text passages, and support students as they work

4998   to make meaning of readings. For example: teaching students how to cite text

4999   evidence to support analysis of key ideas, analyze two or more themes in a text, and

5000   demonstrate knowledge of important foundational American literature so that

5001   students can "by the end of the year, read and comprehend literary nonfiction in the

5002   grades eleven-CCR text complexity band proficiently, with scaffolding as needed at

5003   the high end of the range" (RL.11-12.10). The CA ELD Standards for grades eleven

5004   and twelve indicate a range of type of texts that students are expected to work with

5005   including informational texts that are scientific, historical, speeches, opinion pieces,

5006   biography, debates, and literature examples including myths, stories, drama, and

5007   poetry.

5008   In grades eleven and twelve, there is a continuation of teaching students to

5009   engage in making meaning from informational and literary texts by using specific

5010   reading comprehension strategies. For example, teaching students the *Say,*

5011   *Mean, Matter* strategy to make meaning from text can be an effective tool for

5012   building reading comprehension. This strategy involves answering three questions

5013   as they relate to a reading selection: What does it say? What does it mean? Why

5014   does it matter? The purpose of this exercise is to encourage students to move

5015   beyond literal-level thinking (CSU Expository Reading and Writing Course).

5016   The following snapshot provides an example of strategies a teacher uses

5017   to guide his students in making meaning of primary sources in a

5018   government/civics class.

5019

Snapshot 7.8 12th Grade, Government/Civics

In Mr. Jackson's 12th grade government class, students have been discussing the power of the executive branch, and, in particular, the war-making powers of the presidency. Students will first review the president's Commander in Chief powers outlined in the Constitution. With that constitutional authority as a foundation for their investigations, students then consider the war-making power exercised by American presidents during the Vietnam War. In addition to the constitution, students will review both the Gulf of Tonkin resolution and War Powers Act to develop their own answer to the following question: ***How did the President's war making powers evolve over the course of the Vietnam War?***

After Mr. Jackson reminds students that the power to declare, make, and fund a war is a shared responsibility between the executive and legislative branches of the government, as outlined in the Constitution, students consider an excerpt from *Article II, Section 2 of the U.S. Constitution*. As students read, they focus on the verbs and nouns in the passage in order to consider the focus question for the passage: ***How does the Constitution define the President's powers in matters of war?*** Next, students read and then deconstruct an excerpt from *Article I of the US Constitution*, in order to consider: ***How does the Constitution define Congressional power in matters of war?***

With a grounding in the relevant Constitutional authority for war-making, students then turn to three primary sources from the Vietnam War era: *The Tonkin Gulf Resolution*, *The Legality of United States participating in the Defense of Vietnam* (Department of State), and *The War Powers Act.* Each document includes support strategies to foster student understanding of complex and dense text. For example, with the *Tonkin Gulf Resolution*, students use a graphic organizer to understand the construction of the argument for military intervention and the necessity for executive action. In *The Legality of United States Participating in the Defense of Vietnam*, students consider the use of reference devices to breakdown abstract and complex text.

After completing their individual analyses of each primary source, students then compare their findings by considering how each document defined executive war-making powers in order to

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turn once again to their initial focus question: ***How did the President's war-making powers evolve over the course of the Vietnam War?*** Students then write an argumentative essay using evidence gleaned from the primary sources in order to inform and substantiate their claims and refute counter-claims.

Related CA CCSS for ELA/Literacy: RH.11-12.1, RH.11-12.7, RH.11-12.9

Related History/Social Science Standards: 11.1.3 Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization; 12.4.4 Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

5020   This example is summarized from a full unit, available for free download,

5021   developed as part of the *Teaching Democracy* project, a partnership between Cal

5022   Humanities (www.calhum.org) and the California History-Social Science Project

5023   (http://chssp.ucdavis.edu).

5024

5025   **Language Development/Academic Language**

5026   As noted in the overview of this

5027   chapter, academic language spans all

5028   areas of ELA: understanding written texts;

5029   producing written texts and oral

5030   presentations; as well as knowledge and

5031   use of standard English grammar and

5032   usage, and of vocabulary. Thus, elements

5033   of academic language are addressed in

5034   the sections on meaning making, effective

5035   expression, and content knowledge/disciplinary knowledge for each grade. This

5036   section highlights academic vocabulary knowledge and skills for grades eleven

5037   and twelve. As discussed in chapter 3, a multi-faceted approach is taken to

5038   develop vocabulary. Standards building on those in grades nine and ten or new to

5039   grades eleven and twelve include:
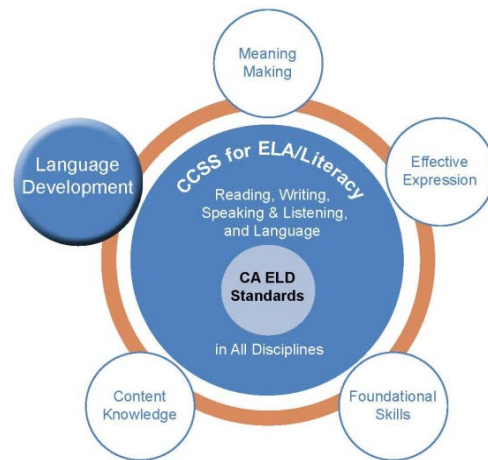
5040   • Identify and correctly use patterns of word changes that indicate different

5041   meanings or parts of speech (e.g., *conceive, conception, conceivable*).

5042   Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to

5043   draw inferences concerning the meaning of scientific and mathematical

5044   terminology. (L.11-12.4b)

5045   • Consult general and specialized reference materials (e.g., college-level

5046   dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries,

5047   thesauruses), both print and digital, to find the pronunciation of a word or

5048   determine or clarify its precise meaning, its part of speech, its etymology,

5049   or its standard usage. (L.11-12.4c)

5050   **Effective Expression**

5051   *Writing*

5052   In grades eleven and twelve, students are

5053   expected to write well-developed, clearly

5054   supported arguments, informational/explanatory

5055   texts, and narratives, as well as conduct

5056   research projects, while incorporating

5057   technology for a variety of purposes, with

5058   attention to the audience's knowledge and

5059   expectations. High school students must write in

5060   a variety of disciplines and are expected to

5061   revise and edit their writing, applying the Language standards for grades eleven and

5062   twelve; in arguments and informative/explanatory essays, they need to be able to

5063   establish and maintain a formal style and objective tone that is also appropriate to the

5064   norms and conventions of the discipline in which they are writing (W.11-12.1e, W.11-

5065   12.2e). Students in the last two years of high school build on the writing skills and

5066   abilities they developed in previous grades, and expand on them in specific ways.

5067   Specifically, eleventh and twelfth graders are expected to be able to do the following

5068   in their writing.

5069 • Continue to write arguments, supporting their claims and distinguishing them
5070   from alternate or opposing claims, logically organizing the reasons and
5071   evidence for the claims they introduce while establishing clear relationships
5072   among claims, counterclaims, reasons, and evidence; they must now also
5073   establish the significance of their claims (W.11-12.1a).

5074 • In arguments, continue to support claims or counterclaims with logical
5075   reasoning and evidence, ensuring that that claims and counterclaims are
5076   developed fairly by pointing out strengths and limitations of both in a manner
5077   that anticipates the audience's knowledge level and concerns; now supplying
5078   the most relevant evidence for each claim and counterclaim, as well as using
5079   specific rhetorical devices to support assertions (W.9.11-12.1b-c).

5080 • In arguments, create cohesion using varied syntax to clarify the relationships
5081   between claims and reasons, between reasons and evidence, and between
5082   claims and counterclaims (W.11-12.1d)

5083 • Continue to write informative/explanatory texts to examine and convey more
5084   complex ideas, concepts, and information, now organizing them so that each
5085   new element builds on that which precedes in to create a unified whole (W.9-
5086   10.2.a); developing the topic thoroughly by selecting the most significant and
5087   relevant facts, extended definitions, concrete details, quotations, or other
5088   information and examples appropriate to the audience's knowledge of the
5089   topic (W.9-10.2. b); create cohesion using appropriate and varied transitions
5090   and syntax (W.9-10.2c) as well as using techniques such as metaphor, simile,
5091   and analogy to manage the complexity of the topic (W.9-10.2d).

5092 • Continue to write narratives to develop real or imagined experiences or
5093   events using effective technique, relevant descriptive details and well-
5094   structured event sequences; set out a problem, situation or observation, as
5095   well as its significance (W.11-12.3a), establish multiple points of view, and
5096   create a smooth progression of experiences of events; they must now use a
5097   variety of narrative techniques to sequence events so that they build on one

5098   another to create a coherent whole and build toward a particular tone and

5099   outcome (W.11-12.3c).

5100   •   Continue to draw evidence from literary or informational texts to support

5101   analysis, reflection, and research, with the expectations of increasing breadth

5102   and depth of knowledge and abilities detailed in the reading standards, such

5103   as demonstrating knowledge of 18th-, 19th-, and early 20th-century

5104   foundational works of American literature and delineating and evaluating the

5105   reasoning in seminal U.S. texts (W.11-12.9).

5106   In addition, eleventh and twelfth graders are expected to conduct short *as*

5107   *well as more sustained* research projects and produce written products with

5108   increasing independence and attention to audience, purpose, and citation of

5109   sources. Specifically, they are expected to:

5110   •   continue use the writing process to develop, organize, and review their texts

5111   and those peers, including revising and editing a variety of text types, using

5112   appropriate vocabulary and style, while focusing on addressing what is most

5113   significant for a specific audience and purpose (W.11-12.4-5);

5114   •   continue to show competence in using technology and the internet to produce

5115   and publish writing as well as to interact and collaborate with others, now

5116   incorporating responses to ongoing feedback, including new arguments or

5117   information (W.11-12.6); and

5118   •   conduct sustained as well as short research projects to answer a question

5119   (including a self-generated question) or to solve a problem, determining when

5120   to narrow or broaden their inquiry, and synthesizing multiple sources while

5121   demonstrating understanding of the subject under investigation; while

5122   gathering relevant information, they must also assess the strengths and

5123   limitations of each source in terms of the task, purpose, and audience, avoid

5124   plagiarism and overreliance on any one source, and follow a standard format

5125   for citation including footnotes and endnotes (W.11-12.7-8).

5126   Eleventh and twelfth graders are expected to recognize and appropriately use

5127   standard English conventions in their writing. Note that *spelling correctly* is required

5128 at all secondary grades. Elements of written English conventions of particular focus

5129 at this grade level include:

5130 • resolving issues of complex or contested usage, consulting references as

5131   needed (L.11-12.1);

5132 • varying syntax for effect, consulting references for guidance as needed (L.11-

5133   12.3); and

5134 • observing hyphenation conventions (L.11-12.2).

5135   Eleventh and twelfth graders need to become familiar with writing for a range

5136 of tasks, purposes, and audiences (W.11-12.10). Examples of these include:

5137 • Writing an argument in response to a prompt in a 30-minute time frame (e.g.,

5138   as a formative assessment before beginning a unit on argumentative writing,

5139   or as a stand-alone assessment of on-demand writing)

5140 • Writing two accounts of an experience in gathering research, over a one-or

5141   two-day period: one a narrative account for a peer-group audience, the other

5142   an informative essay for an adult, academic audience

5143 • Writing a variety of texts for a semester-long research project, including

5144   summaries of resources, text accompanying multimedia support, and an

5145   explanatory essay

5146 • Writing an in-class response to literature (one or more readings, e.g., a short

5147   story and a poem), followed by a homework assignment to write a creative

5148   narrative piece on the same theme.

5149   Eleventh and twelfth graders engage in the writing process to develop written

5150 texts across all these task types, especially for tasks over longer periods of time that

5151 include rounds of review and revision. Also important is recognition of the

5152 connections of writing to reading and discussion. Each of these areas is summarized

5153 below.

5154   ***The Reading-Writing Connection***

5155   Reading may be part of a writing task, as with responses to literature or

5156 literary nonfiction, or may be a resource for writing, as with support for arguments or

5157   investigations resulting in informative or explanatory essays. In addition, reading can

5158   be used to support students' learning, as with providing models of writing that the

5159   students can analyze and emulate. Specific activities in which students can engage

5160   that research suggests have positive effects for both reading and writing include

5161   (Graham and Hebert 2010; Graham and Perrin 2007):

5162   • Analyzing or interpreting a text

5163   • Answering questions about a text or creating and answering written questions

5164   about a text

5165   • Writing notes about a text

5166   • Writing summaries of a text

5167   • Writing personal reactions to a text

5168   • Reading, analyzing, and emulating models of good writing

5169   ***The Discussion-Writing Connection***

5170   Similarly, oral language (or for deaf students using ASL, signing) can help

5171   students develop their writing. As noted in the ERWC (2013), an emphasis on text-

5172   based conversations is important because "discussions about and around text have

5173   the potential to increase student comprehension, metacognition, critical thinking, and

5174   reasoning, as well as students' ability to state and support arguments" (Murphy, and

5175   others 2009, 743). The research-based ERWC "includes strategic conversational

5176   practices that offer students numerous opportunities (in pairs, trios, small and large

5177   groups) to collaboratively investigate through [discussion] (as well as through

5178   extensive writing) high-interest issues based on text composed in diverse genres for

5179   different purposes. Such plentiful occasions for discussion of content, structure, and

5180   rhetorical stance enhance students' curiosity, cultivate engagement, and prepare

5181   them for university-level discourse" (4).

5182   ***Effective Writing Instruction***

5183   In addition to the strategies described above for connecting writing to reading

5184   and discussion, a number of research-based approaches and practices help

5185   students connect writing to writing—learning how the craft is conducted from start to

5186 finish of a writing project, and how all the elements come together in a final product.

5187 An overall process approach is promising, and incorporates many of the other

5188 strategies described in this section. As defined by Graham and Perrin (2007), the

5189 process writing approach "involves a number of interwoven activities, including

5190 creating extended opportunities for writing; emphasizing writing for real audiences;

5191 encouraging cycles of planning, translating, and reviewing; stressing personal

5192 responsibility and ownership of writing projects; facilitating high levels of student

5193 interactions; developing supportive writing environments; encouraging self-reflection

5194 and evaluation; and offering personalized individual assistance, brief instructional

5195 lessons to meet students' individual needs, and in some instances, more extended

5196 and systematic instruction" (19).

5197   The following additional approaches and strategies are also supported by

5198 research as contributing positively to adolescent students' writing quality (Graham

5199 and Perrin 2007).

5200 • Setting product goals (teacher assigns specific, reachable goals for the

5201   writing assignment, including the purpose and characteristics of the final

5202   product)

5203 • Strategies for planning, revising, and editing (instruction in general writing

5204   strategies or in specific strategies for writing a particular text type)

5205 • Collaborative writing (students work together to plan, draft, revise, and edit

5206   their texts)

5207 • Prewriting (students engage in activities designed to help them generate or

5208   organize ideas for their writing task)

5209

Snapshot 7.9 Eleventh Grade ELA: Using prewriting strategies to find evidence for an argument

Mrs. Ellis explicitly teaches the writing process in her 11th grade English class; in this snapshot she reviews the tried and true prewriting strategies with her class and illustrates how

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these basic moves can be useful in generating evidence in crafting a sophisticated, well-supported argument. Mrs. Ellis asserts that these basic prewriting skills easily transfer between subject areas and writing tasks. Confident that her students have practiced these strategies before, Ms. Ellis approaches the lesson as a review of how brainstorming, freewriting, clustering (bubble mapping), productive partner talk, and even drawing can shake loose ideas needed for writing.

To demonstrate the power of the process, Mrs. Ellis pulls out a retired AP English Language prompt (Q3) from 2000, that asks students to "defend, challenge or qualify" King Lear's view of the relationship between wealth and justice:

> Through tatter'd clothes small vices do appear;
> Robes and furr'd gowns hide all. Plate sins with gold,
> And the strong lance of justice hurtless breaks;
> Arm it in rags, a pigmy's straw does pierce it.
>
> Shakespeare, *King Lear*

While students work in pairs, Mrs. Ellis instructs them to first paraphrase King Lear's argument. The pairs work together to parse Shakespeare's language; after about four minutes, Mrs. Ellis calls the class together to attend to the document camera, where she will write a paraphrase of King Lear's line, using student input. She calls on groups to contribute, line by line, working with her class to refine and perfect the paraphrase; she asks students to write the finished paraphrase into their notebooks.

Once the class has agreed on *what* King Lear is saying -- that the wealthy are treated more gently by the justice system than the poor -- Mrs. Ellis instructs students to go back to working in pairs to brainstorm all the evidence they can think of from their observations, from their reading, and then from their personal experience that would support or refute Lear's claim. The brainstorm session is put on a timer to create time pressure; Mrs. Ellis tells her class that each group's goal is to find 15 examples in three minutes. At this point all ideas are considered legitimate and worth capturing, so "write fast and get going!"

At the end of three minutes, Mrs. Ellis begins to work around the room, writing down as many examples as the class comes up with (projected by the document camera), while encouraging her students to expand their notes as they hear their classmates' ideas.

When ideas begin to repeat, the class goes back through the compiled evidence to discuss the details that will enable students to write fully developed paragraphs. Which examples do they know the most about? Which could they say the most about? How to best organize? How to best accomplish this alone, and in a test situation? What other prewriting strategies might work in this situation? How can we use bubble-mapping to organize a large quantity of information?

> The next day's lesson will continue with the writing process to focus on crafting a strong thesis statement.
>
> **Related CA CCSS for ELA/Literacy:** RL.11-12.1, W.11-12.1, W.11-12.9

5210

5211   ***Incorporating Vocabulary and Conventions of Standard English***

5212   Effective instruction in vocabulary, grammar, and mechanics takes place in the

5213   context of students' production, review, and editing of meaningful written products.

5214   Effective practices include sentence combining exercises (combining two or more

5215   basic separate sentences into a single sentence to construct more complex and

5216   sophisticated sentences (Graham and Perrin 2007)), and using checklists or rubrics

5217   for review and revision of select elements of grammar and mechanics in drafts of

5218   students' papers.

5219   ***Writing Considerations for English Learners***

5220   In addition to the strategies listed above that contribute to all students'

5221   success, English learners may need additional attention in certain areas to ensure

5222   their full inclusion in grade-level writing tasks and activities. First, depending on their

5223   region of origin and extent of school experiences in their home country and in the

5224   United States, English learners may need clarification or explanation of cultural or

5225   historical background on topics that are assumed to be familiar for native English

5226   speakers schooled in the U.S. Second, English learners may need specific and

5227   explicit instruction in particular areas of standard English language grammar,

5228   conventions, and vocabulary—incorporated into the actual practice of their

5229   expression of ideas and content. The following CA ELD Standards focus on the

5230   development of vocabulary, phrases, and sentence structure appropriate for

5231   academic texts.

5232   • Determining the meaning of unknown and multiple meaning words, using

5233   knowledge of morphology, context, reference materials, and visual cues

5234   (ELD.PI.11-12.6c);

5235   • Explaining how a writer's choice of phrasing or specific words produces

5236   nuances and different effects on the audience (ELD.PI.11-12.8);

5237   • Expressing attitude and opinions, or tempering statements with a variety of

5238   modal expressions (ELD.PI.11-12.11B);

5239   • Using a variety of verb phrases, noun phrases, and modifiers to create

5240   detailed sentences in a variety of text types on a variety of academic topics

5241   (ELD.PII.11-12.3-5);

5242   • Using a variety of sentence structures to show connections between ideas

5243   and to provide a level of detail and precision appropriate to academic writing

5244   (ELD.PII.11-12.6-7).

5245   ***Exemplar Text Example***

5246   As an example of a piece of writing meeting at least the minimum

5247   expectations for the grade span, An informative essay that a twelfth grader wrote

5248   is presented below in Figure 7.31. The author demonstrates achievement of

5249   Writing Standard 2 for Grades Eleven and Twelve: Write informative/explanatory

5250   texts to examine and convey complex ideas, concepts, and information clearly

5251   and accurately through the effective selection, organization, and analysis of

5252   content. In this text, the student organizes the essay clearly and carefully so that

5253   each element builds upon the one that precedes it. She describes an ad, analyzes

5254   its messages, and assesses the appeal of those messages to the specific

5255   population likely targeted by the ad. She uses appropriate transitions to clarify

5256   relationships among ideas and concepts. Within each chunk, the writer uses

5257   precise language and domain-specific vocabulary to describe and analyze the ad,

5258   making the writer's thinking and understanding easy to follow. The tone of the

5259   essay is objective and the style formal, both appropriate for an essay in cultural

5260   criticism. The conclusion follows from and supports the information presented,

5261   and reflects on the significance of the topic. (See previous section on grades nine

5262   and ten for an example of a student argumentative essay.)

5263

5264

5265   Figure 7.31. Grade Twelve Exemplar Text Example

File Name: I11-12R McValues
Informative/Explanatory
Grade 12
Range of Writing
In this piece of twelfth-grade informative/explanatory writing, the writer addresses the underlying messages of an ad for McDonald's. She provides some context about McDonald's and the ad itself in the introduction so that the reader can clearly follow her thinking even without having seen the ad. The writer then indicates that the main analytical purpose of the essay is to unpack the ad's imagery and to contrast the ad's implicit messages with the reality of the McDonald's food empire.

McValues	
Looking at this ad, who would guess that those golden arches bring home approximately fourteen billion dollars a year customers worldwide? Who would guess that McDonald's is the world's leading food organization and employs over 28,000 workers in 120 different countries? **The ad is, in fact, an image of a completely different nature. It is a calm, nostalgic looking ad**; **nothing in the peaceful summer scene hints that McDonald's has or ever will represent anything other than quality family living.**	**Introduces the topic:** The writer provides background information describing the McDonald's ad that he will analyze, and then states the main point.
The characters in the ad are strategically positioned to inspire within the viewer, feelings of fun and familiarity. The picture located at the center of the page, depicts an older woman with a little girl—perhaps her granddaughter—beside her. The two are lying on their stomachs, propped up by elbows in the sand. Neither looks up as the camera clicks, catching them at play. The little girl giggles as her tiger toy leaps over the walls of her castle made of sand. Her grandmother looks on with a knowing smile, perhaps remembering the days when she used to play such innocent games. The sun shines down on their backs and speckles the older woman's face through her woven sunhat. Behind, their legs are crossed at the ankles in carefree swing—the girl in imitation of her clearly admirable grandmother. They have obviously been to this beach before, and are having the time of their lives.	States the focus / **topic** of the piece

Develops topic thoroughly with accurate evidence—concrete details, most significant and relevant facts for **analysis** of the images in the ad |
| **As with the characters**, the placement of the props in the ad is very significant. The slightly unfocused images of the beach gear on their right are clearly placed as a backdrop, almost as a side note—not directly related to the McDonald's message about family values, but still essential. The responsible grandmother planned ahead and brought along all they might need for a day on the beach, but does not need to broadcast it to the viewer. In the far corner, an umbrella stands shading their picnic blanket; beside the grandmother's arm is a pair of sunglasses, and upon her head rests a hat to protect her from the sun. Oh, and what's that in the corner? Ah yes, the McDonald's Happy Meal they picked up on their way. Cheeseburgers with french-fries is far from the healthiest picnic Grandma could have brought for her granddaughter, but what does that matter? They're spending time together. | **Uses precise language, domain-specific vocabulary, and techniques such as** imagery **to manage the complexity of the topic**

Uses appropriate and varied transitions and syntax to create cohesion and clarify relationships among ideas and concepts; organizes so that each new chunk **builds from one which precedes it to create a unified whole** |

The summer scene in black and white instantly creates a feeling of nostalgia. It is a time warp of sorts, to the safety of the1950s when family values were still a part of American society. It jumps back to simpler days when children did as they were told and a day on the beach with family was an acceptable way to spend the weekend—the "good old days" when all was well with the world.

Analyzes content of ad for overall effect

The busy parents of today can be assured that McDonald's is just as wholesome and just as capable of creating memories as their mothers' picnics were in the 1950s. The first line of print below the picture reads, "Some connections never seem to fade." The statement refers to the family connection that existed for the parents of today when they were young. The message makes it very clear that the dwindling respect for quality family values is kept alive with McDonald's.

Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole: The writer draws a connection between the imagery in the ad and the message for today's parents.

In stark contrast to the quiet shades of gray and the general feeling of calm in the photo, the McDonald's logo stands out sharply in the lower corner. Being the only colored object in the ad, the ketchup and mustard "M" is impossible to miss. There can be no confusion over whose product is being sold.

Analyzes content of ad for overall effect

The few sentences about, and the image of, Pooh corner appeals to the whole family—the parents and their Pooh-loving kids. Above the logo and the scene of contentment, the page is blank except for one sentence: "Suddenly the house on Pooh corner doesn't seem so far away." This statement, coupled with the image of the girl recreating Pooh's world on the beach, emphasizes the idea that McDonald's makes dreams come alive. The ad states that Pooh corner doesn't seem so far away, and right below it is their proof—a little girl playing in "Pooh corner"

Uses precise language and domain-specific vocabulary, and techniques such as personification **to manage the complexity of the topic**

In the lower right corner, below the hideously-bold, trademark "M", the ad makes yet another pitch. In this modern world of work and stress, McDonald's kindly asks everyone to "smile." **In that one, simple word, so much more is implied**. "Slow down, take a break, we're here to help, be happy, come to McDonald's, we understand."

Maintains formal style, objective tone

The entire ad is an attempt to appeal to the parental ideal. Connecting McDonald's food with an image of family fun provides an "equal" alternative for busy parents who don't have room in their lives for quality time with their families. McDonald's is the world's largest and fastest growing food chain. It brings in billions of dollars a year, has thousands of stockholders and represents one of the biggest food monopolies in the world, but none of that matters in the ad. **Life can be good, and it can be bought at McDonald's**.

Provides a concluding section that follows from and supports the information presented: The writer assesses the appeal the ad has for today's busy parents and then **articulates the significance of the topic**

In this piece of twelfth-grade informative/explanatory writing, the writer addresses the underlying messages of an ad for McDonald's. She provides some context about McDonald's and the ad itself in the introduction so that the reader can clearly follow her thinking even without having seen the ad. The writer then indicates that the main analytical purpose of the essay is to unpack the ad's imagery and to contrast the ad's implicit messages with the reality of the McDonald's food empire.

The writer organizes the essay clearly and carefully so that each chunk builds upon the one that precedes it. She describes the ad, analyzes its messages, and assesses the appeal of

those messages to today's busy parents. She uses appropriate transitions to clarify relationships among ideas and concepts. Within each chunk, the writer uses precise language and domain-specific vocabulary to describe and analyze the ad. This makes the writer's thinking and understanding easy to follow.

      The tone of the essay is objective and the style formal, both appropriate for an essay in cultural criticism. The conclusion follows from and supports the information presented, and reflects on the significance of the topic.

5266   From achievethecore.org

5267

5268   ***Discussing and Presenting***

5269   The speaking and listening standards for grades eleven and twelve require

5270   students to actively engage in discussions, make oral presentations and provide

5271   explanations of materials they have read. Students are expected to contribute

5272   actively to class discussions, ask questions, respond to classmates, and give

5273   constructive feedback. Content knowledge is demonstrated through various means,

5274   including oral presentations, writing, discussions, and multimedia. Effective

5275   expression is also a key component of the CA ELD Standards for eleventh and

5276   twelfth grade as students are asked to interact in meaningful ways, including

5277   "exchanging information and ideas with others through collaborative discussions on

5278   a range of social and academic topics, offering and justifying opinions, negotiating

5279   with and persuading others in communicative exchanges, and listening actively to

5280   spoken English in a range of social and academic contexts." Speaking and Listening

5281   standards new to grades eleven and twelve include:

5282   • Working with peers to promote civil, democratic discussions

5283   • Propelling conversations by posing and responding to questions that probe

5284   reasoning and evidence; ensure a hearing for a full range of positions on a

5285   topic or issue; clarify, verify, or challenge ideas and conclusions; and promote

5286   divergent and creative perspectives.

5287   • synthesizing comments, claims, and evidence made on all sides of an issue;

5288   resolve contradictions when possible; and determine what additional

5289   information or research is required to deepen the investigation or complete the

5290   task.

5291   •   Integrating multiple sources of information presented in diverse formats and
5292   media (e.g., visually, quantitatively, orally) in order to make informed decisions
5293   and solve problems, evaluating the credibility and accuracy of each source
5294   and noting any discrepancies among the data

5295   •   Assessing a speaker's stance, premises, links among ideas, word choice,
5296   points of emphasis, and tone used.

5297   •   Presenting information, findings, and supporting evidence (e.g., reflective,
5298   historical investigation, response to literature presentations), conveying a clear
5299   and distinct perspective and a logical argument, such that listeners can follow
5300   the line of reasoning, alternative or opposing perspectives are addressed, and
5301   the organization, development, substance, and style are appropriate to
5302   purpose, audience, and a range of formal and informal tasks. Use appropriate
5303   eye contact, adequate volume, and clear pronunciation.

5304   o   Plan and deliver a reflective narrative that: explores the significance of a
5305   personal experience, event, or concern; uses sensory language to
5306   convey a vivid picture; includes appropriate narrative techniques (e.g.,
5307   dialogue, pacing, description); and draws comparisons between the
5308   specific incident and broader themes.

5309   o   Plan and present an argument that: supports a precise claim; provides
5310   a logical sequence for claims, counterclaims, and evidence; uses
5311   rhetorical devices to support assertions (e.g., analogy, appeal to logic
5312   through reasoning, appeal to emotion or ethical belief); uses varied
5313   syntax to link major sections of the presentation to create cohesion and
5314   clarity; and provides a concluding statement that supports the argument
5315   presented.

5316 **Content Knowledge/Disciplinary**
5317 **Knowledge**
5318   Reading literature and informational
5319 text and engaging in research helps

5320 develop eleventh and twelfth grade students' disciplinary knowledge by encounters

5321 with book selections and authors which assist them in becoming more broadly

5322 literate. As students face increased reading demands in all content areas, improved

5323 comprehension becomes critical to their academic success. The eleventh and twelfth

5324 grades literature and informational text CCSS build upon and extend those standards

5325 expected of students in grades nine and ten. Standards new to grades eleven and

5326 twelve include:

5327 - determine where the text leaves matters uncertain.

5328 - determine *two* or more themes or central ideas of a text and analyze their
5329   development over the course of the text.

5330 - analyze the impact of the author's choices regarding how to develop and
5331   relate elements of s story or drama (e.g., where the story is set, how the
5332   action is ordered, how the characters/archetypes are introduced and
5333   developed).

5334 - determine the meaning of words with multiple meanings or language that is
5335   particularly fresh, engaging, or beautiful (including Shakespeare as well as
5336   other authors) as well as analyze how an author uses and refines the
5337   meaning of a key term over the course of an informational text.

5338 - evaluate the effectiveness of the structure an author uses in his or her
5339   exposition or argument, including whether the structure makes points clear,
5340   convincing, and engaging.

5341 - Analyze the use of text features in public documents

5342 - analyze a case in which grasping point of view requires distinguishing what is
5343   directly stated in the text from what is really meant (e.g., satire, sarcasm,
5344   irony, or understatement).

5345 - integrate ideas and knowledge from literature and informational text. For
5346   example, students analyze multiple interpretations of a story, drama, or poem,
5347   evaluating how each version interprets the source text, including at least one
5348   play by Shakespeare and one play by an American dramatist.

5349   • gain knowledge of eighteenth-, nineteenth- and early twentieth-century

5350   foundational works of American literature, including how two or more texts

5351   from the same period treat similar themes.

5352   • integrate and evaluate multiple sources of information to address a question

5353   or solve a problem in informational text

5354   • delineate and evaluate the reasoning in seminal U.S. texts, including the

5355   application of constitutional principles and use of legal reasoning (e.g., in U.S.

5356   Supreme Court majority opinions and dissents) and the premises, purposes,

5357   and arguments in works of public advocacy (e.g., The Federalist, presidential

5358   addresses).

5359   • analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S.

5360   documents of historical significance (including The Declaration of

5361   Independence, the Preamble to the Constitution, the Bill of Rights, and

5362   Lincoln's Second Inaugural Address) for themes, purposes, and rhetorical

5363   features.

5364   Importantly, by the end of high school, students are to read and comprehend

5365   literature and literary nonfiction at the high end of the grades 11-College and Career

5366   Ready (CCR) text complexity band independently and proficiently.

5367   Reading text and engaging in research are activities that naturally lead to

5368   collaborative discussions. The CA CCSS for ELA/Literacy expect eleventh and

5369   twelfth grade students to engage effectively in collaborative discussions (one-on-

5370   one, in groups, and teacher led) with diverse partners on eleventh and twelfth grade

5371   topics, texts, and issues, building on others' ideas and expressing their own clearly

5372   and persuasively. Students are expected to come to discussions having read or

5373   researched the material and to refer to text evidence or research on the topic to

5374   engage in a well-reasoned exchange of ideas. Eleventh and twelfth graders also

5375   work with peers to promote civil, democratic discussions and decision-making and

5376   establish individual roles as needed; pose and respond to specific questions;

5377   actively incorporate others into the discussion; clarify, verify, or challenge ideas;

5378   respond thoughtfully to diverse perspectives; synthesize comments; resolve

5379   contradictions when possible; and determine information or research required to

5380   deepen the investigation or complete the task.

5381   Reading is critical to building disciplinary knowledge in history, social

5382   studies, science, and technical subjects. Because the majority of reading in

5383   colleges, workforce training programs, and careers is sophisticated nonfiction,

5384   students must be able to read complex content area text independently and with

5385   confidence. The CCSS for Literacy in History/Social Studies, Science, and

5386   Technical Subjects are meant to complement the specific content demands of the

5387   disciplines. For example, the Reading Standards for Literacy in History/Social

5388   Studies expect eleventh and twelfth grade students to cite specific textual

5389   evidence to support analysis of primary and secondary sources, connecting

5390   insights gained from specific details to an understanding of the text as a whole

5391   (RH.11-12.1); integrate and evaluate multiple sources of information presented in

5392   diverse formats and media in order to address a question or solve a problem

5393   (RH.11-12.7); and evaluate an author's premises, claims, and evidence by

5394   corroborating or challenging them with other information (RH.11-12.8). Other

5395   examples from the Reading Standards for Literacy in Science and Technical

5396   Subjects include that students are expected to follow precisely a multistep

5397   procedure when carrying out experiments, taking measurements, or performing

5398   technical tasks and analyze the specific results based on explanations in the text

5399   (RST.11-12.3); determine the meaning of symbols, key terms, and other domain-

5400   specific words and phrases (RST.11-12.4); and evaluate the hypotheses, data,

5401   analysis, and conclusions in a science or technical text, verifying the data when

5402   possible and corroborating or challenging conclusions with other sources

5403   (RST.11-12.8).

5404

Snapshot 7.10 Twelfth Grade ELA: AP Literature and Composition

Students are reading and discussing to understand the art, craft, and varied purposes of

---

literature. The students discuss the novel *Invisible Man* and demonstrate many of the practices of literary readers. They recognize and discuss literary themes, conceptualize literature as commentary, attend (but don't fully understand) the narrative voice and its relationship to the authorial voice, and participate in literary inquiry by making evidence-based inferences and interpretations and reasoning to those of their classmates.

There is Always a Deeper Meaning

Students in Ms. Oliver's grade 12 AP Literature and Composition class are reading Ralph Ellison's 1953 novel *Invisible Man*. For homework, they have read and article conceptualizing six aspects of alienation. In small groups assigned to different chapters of the novel, students are now discussing quotes from their chapter that illustrate concepts about alienation and how the narrator is changing or growing. They are also generating questions to use when they disperse to new groups, where each member of the new group will be an "expert" on a different chapter and will lead the discussion of their chapter.

In the following excerpt from one group's discussion of Chapter Eight, students are being deliberately apprenticed into a disciplinary community that knows how to read and discuss literature by citing evidence, incorporating ideas such as alienation and individual responsibility into consideration of theme and character development, and exploring various roles of the novel, including as social and cultural commentary and "lessons" to live by.

Steve: On page 164, a quarter of the way down, "Of course you couldn't speak that way in the South. The white folks wouldn't like it, and the Negroes would say that you were putting on. But here in the North would slough off my southern ways of speech. Indeed, I would have one way of speaking in the North and another in the South." So this goes into like how he changes himself, to put it in terms of the article, he socially and culturally estranges himself and is thus alienated. 'Cause he changes his speech.

Christopher: It's like he is culturally estranged.

Julia: And socially.

Christopher: He's pretty smart, I think. His like language and stuff.

Julia: He's not unintelligent.

Steve: He's very unintelligent.

Christopher: You think he's unintelligent?

Julia: I think he's kind of naïve, but I don't think he's unintelligent.

Christopher: Intelligent, but naïve. Kind of drives me nuts.

Julia: But it's kind of hard to blame him, too. He gets so much conflicting advice.

Christopher: Yeah.

Steve: I have no pity for him, though, 'cause he has no sense of self.

Julia: That's something I wrote down, too. He calls himself "invisible man" but doesn't do anything about it. It's pretty clear he doesn't appreciate [being invisible], but he doesn't do anything about it.

Christopher: It's kind of weird to think about, like why?

Julia: So a discussion question could be like, Why doesn't he do anything about his invisibility?

Christopher: So, do you guys think this book is more about society, or just him, or like blacks or something in this time period?

Maribel: I think it's supposed to be about society. That is why we are reading it in English. There's supposed to be a larger message.

Julia: I think that is an interesting question, though. Because even though it is supposed to be a commentary about society, he's very egocentric, for lack of a better word. He talks about himself and his own invisibility a lot, but he doesn't really seem to talk about if anybody else feels like that or if anybody else has the same situation.

Students return to scanning the text.

Maribel: On page 170 he says, "MY doubts grew. Perhaps all was not well. I remained in my room all the next day. I grew conscious that I was afraid; more afraid here in my room than I had ever been in the South." He's like just sitting in his room scared of what's going to happen next. He's almost like a kid, you know.

Julia: That could be part of the commentary, though, that the black people can't properly be themselves and they're always confined to this childish behavior or whatnot because society has alienated them.

Steve: No, 'cause if you look at the other people, like Bledsoe, who's in a position of power, and he's black, so I don't think it's that.

Julia: Yeah, that's true.

Maribel: We need more discussion questions.

Christopher: Well. I kind of wrote down the questions we had, like, Why is he such a self-estranged dude?

Julia: Is the narrator *being* estranged, or is he estranging himself?

Christopher: Is it just me or is most of the books we read here supposed to teach us psychologically or something? I feel like each one has to sort of be like lessons.

Maribel: There's always a deeper meaning.

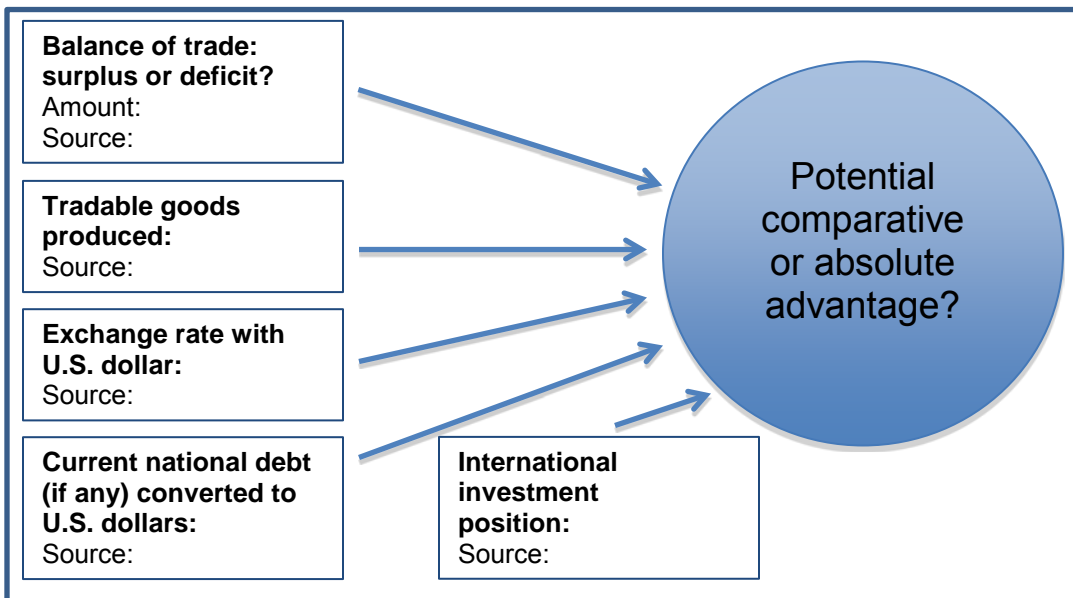**Related CA CCSS for ELA/Literacy:** RL.11-12.1, RL.11-12.3, RL.11-12.4, RL.11-12.10; SL.11-12.1

5405   Reading for Understanding 2012

5406

Vignette 7.12 Twelfth Grade, Social Studies

Before beginning a unit on International Trade, Mr. Toft collaborated with the ELA teacher, Ms. Kingham. Mr. Toft shared that he wanted his students to not only know the meaning of the words used in the unit, but to understand when trade imbalances can be problematic and why. The ELA teacher shared some of the graphic organizers she uses with her ELA students when teaching them to identify the connections between individuals, ideas, or events. Mr. Toft selected a graphic organizer that he thought would be effective to teach his class.

The unit title, International Trade, is at the top of the whiteboard in Mr. Toft's senior economics class. There is also a list of items under a header that says, "What We Know About International Trade." Mr. Toft tells the class, "Okay, you are doing a great job telling me what you have learned about the U.S. economy and how what happens in Greece or China, for example, can have a big impact on the U.S. financial system. Now, we want to go a little bit deeper to examine when trade imbalances can be problematic and when they are not. We don't want to know only how to define terms like comparative advantage and
absolute advantage, but also why they occur, how they contribute to or are impacted by exchange rates, the national debt, and a country's international investment position." As the teacher was speaking, he pointed to some of the
terms on the board: balance of trade, comparative advantage, absolute advantage, exchange rate, national debt, international investment position.
Mr. Toft divides the class into small groups of three or four students and
gives each team a 5 x 7 note card with the name of a country written on it and
a graphic organizer:

**Balance of trade:
surplus or deficit?**
Amount:
Source:

**Tradable goods
produced:**
Source:

**Exchange rate with
U.S. dollar:**
Source:

**Current national debt
(if any) converted to
U.S. dollars:**
Source:

**International
investment
position:**
Source:

Potential comparative or absolute advantage?

"As a team, conduct an internet search on the country you see printed on your note card. That country is a U.S. trading partner, and the graphic organizer
is going to help you focus the information you need to make a decision about the economic benefits and/or problems of the U.S. conducting international trade with that country. You can divide up the categories of information among the members of your team. Someone needs to research whether the U.S. has a trading deficit or surplus with the country. For all answers, be

sure to provide the figures that will support your answer about the balance of trade and the source of that information. Someone else can research the tradable goods the country imports from or exports to the U.S. A third team member can find the exchange rate of the country's currency with the U.S. dollar as well as the amount of the country's national debt. Be sure to convert that to U.S. dollars, even if the debt is zero dollars. If you have a fourth team member, that person will research the country's international investment position. You remember how we looked at that for the United States already, so you can use your notes to help you. If you do not have a fourth team member, the team will work on that part together. When everyone is done, we'll talk about how the team can evaluate all that information to determine if the country or the U.S. has a possible comparative or absolute advantage with the particular tradable goods."

As the groups begin to divide up the work, Mr. Toft circulates around the room and monitors student discussion.

Related CA CCSS for ELA/Literacy: RI.11-12.1, RI.11-12.3, RI.11-12.4, RI.11-12.7, RI.11-12.10; W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, L.11-12.6; RH.11-12.4, RH.11-12.7, RH.11-12.10, WHST.11-12.7, WHST.11-12.9

Related History/Social Science Standards: 12.2 Students analyze the elements of America's market economy in a global setting, 12.4 Students analyze the elements of the U.S. labor market in a global setting, 12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

5407   Adapted from Kosanovich and Miller 2010

5408

5409   In this scenario, several CA CCSS for ELA/Literacy were addressed. The

5410   teacher used explicit language when describing the activity, told the students why

5411   they were going to engage in the activity, and activated students' background

5412   knowledge. The teacher referred to the students already knowing definitions of

5413   economics terms and pointed to the words on the board during instruction

5414   indicating that the definitions were previously taught. The words listed on the

5415   board were domain specific (e.g., surplus, absolute advantage) (RI.11-12.4). To

5416   gather, analyze, and synthesize information, students completed Internet

5417   searches (RI.11-12.1, RI.11-12.7, W.11-12.6, W.11-12.7; W.11-12.8; W.11-12.9).

5418   The use of a graphic organizer to help students record their thinking is also

5419   research based. Working in pairs addressed motivation and engagement because

5420   students had the opportunity to share ideas, background knowledge, and

5421   information.

5422   **Wide Reading and Independent Reading**

5423   Reading widely and independently is essential to building proficiency in

5424   reading and knowledge across all content areas and to becoming broadly literate.

Foundational Skills/Supporting All Learners

5426   For information on teaching foundational

5427   skills to high school students who need it, see the

5428   overview of this chapter as well as chapter 9, Equity

5429   and Access.

An Integrated and Interdisciplinary Approach

5431   As noted several times in this framework, the

5432   CA CCSS for ELA/Literacy and the CA ELD

5433   Standards call for an integration of reading, writing,

5434   speaking, and listening. In addition, these two sets

5435   of standards are inextricably linked to every area of the curriculum. In order for

5436   students to learn content in courses across the disciplines, they must use language

5437   in general—and the language of the discipline in particular—to comprehend, clarify,

5438   and communicate concepts. Snapshots and vignettes provided in the Content

5439   Knowledge/Disciplinary Knowledge sections for grades nine-ten and eleven-twelve

5440   illustrate the integration of the ELA/Literacy strands with high school content areas:

5441   • Grades 9-10 Vignette: Tenth Grade Science

5442   • Grade 11-12 Vignette: Twelfth Grade Social Studies

5443   Vignettes focused on ELA and designated ELD content for grades nine and

5444   ten are provided in the upcoming section, ELA/Literacy and ELD in Action in Grades

5445   Nine and Ten.

English Language Development in Grades Eleven and Twelve

5447   In grades eleven and twelve, English learners learn English, learn content

5448   knowledge through English, and learn about how English works. English language

5449   development occurs throughout the day across the disciplines and also during a time

5450   specifically designated for developing English based on English learners' language

5451   learning needs.

5452   In integrated ELD, eleventh and twelfth grade teachers use the CA ELD

5453   Standards to *augment* the ELA or other content instruction they provide. For

5454   example, to support English learners at the Emerging level of English language

5455   proficiency to write an expository essay, a teacher might provide substantial support

5456   in the form of a graphic organizer that structures the essay into particular text

5457   structures (e.g., comparison-contrast). She might have the students use a model

5458   essay as a "mentor text" and highlight particular language that is expected in

5459   expository essays (e.g., use of relevant connectors and comparative forms; general

5460   academic vocabulary relevant to the topic). She might also provide sentence or

5461   paragraph frames for key phases of the essay, and she might also provide bilingual

5462   dictionaries so the students can include precise vocabulary related to the topic and

5463   text structure. Students at the Expanding and Bridging levels of English language

5464   proficiency may not need this level of linguistic support. However, all students will

5465   need varying levels of scaffolding depending on the task, the text, and their

5466   familiarity with the content and the language required to understand and discuss it.

5467   Figure 7.32 shows a section of the CA ELD Standards a teacher might use in

5468   planning this type of differentiated instructional support during ELA.

5469

5470   Figure 7.32. Using the CA ELD Standards in Integrated ELD

English Language Development Level Continuum		
→----------- Emerging ---------→------------- Expanding -----------→------------ Bridging --------------→		
10. Writing	*10. Writing*	*10. Writing*
a) Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.	a) Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	a) Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.

5471

5472   Designated ELD is a protected time during the regular school day where

5473   qualified teachers work with English learners. Students are grouped by similar

5474 English proficiency levels and teachers focus on critical academic language the

5475 students need to develop in order to be successful in academic subjects. Designated

5476 ELD time is an opportunity to focus on and delve deeper into the linguistic resources

5477 of English that English learners must develop in order to engage with and make

5478 meaning from academic content, express their understanding of content, and create

5479 new content in ways that meet the expectations of the CA CCSS for ELA/Literacy

5480 and other content standards. Accordingly, the CA ELD Standards are the primary

5481 standards used during this designated time. However, the content focus is derived

5482 from ELA and other areas of the curriculum. The main instructional emphases in

5483 designated ELD in the eleventh and twelfth grades are:

5484 • building students' abilities to engage in a variety of collaborative discussions
5485   about academic content and texts

5486 • developing students' academic vocabulary and syntax

5487 • building students' metalinguistic awareness in order to support close reading
5488   and writing of different text types

5489 • building students' ability to write coherent and cohesive academic texts in
5490   English

5491 Students entering U.S. schools in eleventh and twelfth grade at the lower

5492 levels of English language proficiency will need to develop these skills in an

5493 *intensive* and *accelerated* program of English language development study, so that

5494 their academic studies are not compromised. Long-term English learners, that is,

5495 students who have been in U.S. schools since elementary school and have still not

5496 advanced beyond Expanding level proficiency in English, also need *intensive*

5497 instruction in academic English—they need to be explicitly taught how to recognize

5498 and analyze academic vocabulary, sentence structures, discourse structures, and

5499 text structures, and must be expected to actively and accurately use academic

5500 language in their own oral and written expression.

5501 Students build language awareness as they come to understand how

5502 different text types use particular language resources (e.g., vocabulary,

5503 grammatical structures, ways of structuring and organizing whole texts). This

5504   language awareness is fostered when students have opportunities to experiment

5505   with language, shaping and enriching their own language using these language

5506   resources. During designated ELD students should engage in discussions related

5507   to *the content knowledge* they are learning in ELA and other content areas, and

5508   these discussions should promote the use of the language from those content

5509   areas. Students should also *discuss the new language* they are learning to use.

5510   For example, students might learn about the grammatical structures of a particular

5511   complex text they're using in science or ELA, or they might explicitly learn some of

5512   the general academic vocabulary used in the texts they're reading in ELA or social

5513   studies.

5514   In grades eleven and twelve, since designated ELD builds into and from ELA

5515   and other content areas, the focus of instruction will depend on what students are

5516   learning and what they are reading and writing throughout the day. As the texts

5517   students are asked to read become increasingly dense with academic language,

5518   designated ELD may focus more on reading and writing at different points in the

5519   year, particularly for students at the Expanding and Bridging levels of English

5520   language proficiency. Eleventh and twelfth graders need to obtain the skills to

5521   graduate from high school in a short time. Their instructional program, including

5522   designated ELD, should reflect the anticipated linguistic and academic challenges of

5523   the curriculum and prepare them for this challenge. An intensive focus on language,

5524   in ways that build into and from content instruction, supports students' ability to use

5525   English effectively in a range of disciplines, raises their awareness of how English

5526   works in those disciplines, and enhances their understanding of content knowledge.

5527   Examples of designated ELD aligned to different content areas is provided in the

5528   snapshots and vignettes throughout this chapter. For an extended discussion of how

5529   the CA ELD Standards are used throughout the day in tandem with the CA CCSS for

5530   ELA/Literacy and other content standards and as the principal standards during

5531   designated ELD, see Chapter 2.

5532 **ELA/Literacy and ELD in Action in Grades Eleven and Twelve**

5533   The research-based implications for ELA/Literacy and ELD instruction in

5534 grades eleven and twelve have been outlined above and in the Overview of the

5535 Span section of this chapter. In the following section, detailed examples are provided

5536 to illustrate how the principles and practices discussed in the preceding sections

5537 look in California classrooms. The examples provided are not intended to present

5538 the only ways to implement the CA CCSS for ELA/Literacy and the CA ELD

5539 Standards. Rather, they are intended to provide concrete illustrations of how to

5540 implement some of the CA CCSS for ELA/Literacy and CA ELD Standards so that

5541 teachers can discuss the examples and use them as they collaboratively plan

5542 lessons, extend their learning, and refine their practice.

5543   *ELA/Literacy and ELD Vignettes*

5544   The two vignettes below provide examples of using the CA CCSS for

5545 ELA/Literacy and CA ELD Standards for instruction. Vignette 7.13 provides an

5546 example for using the CA CCSS for ELA/Literacy in tandem with the CA ELD

5547 Standards during ELA instruction. Vignette 7.13 focuses on analyzing dialogue and

5548 summarizing. Vignette 7.14 focuses on delving deeper into the vernacular language

5549 represented in the dialogue during designated ELD instruction time.

5550   Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge

5551 the importance of reading complex texts closely and thoughtfully to derive meaning.

5552 As Shanahan (2013) has pointed out, the meaning of complex texts "is hidden in the

5553 text and needs to be acquired through careful and thorough analysis and

5554 reanalysis." Accordingly, teachers should prepare close reading lessons carefully

5555 and purposefully before teaching. Teachers should select challenging texts that are

5556 worth reading and rereading, read the texts ahead of time in order to determine why

5557 it might be challenging, and plan a sequence of lessons that build students' abilities

5558 to read complex texts with increasing independence. This requires teachers to

5559 analyze the cognitive and linguistic demands of the texts, including the sophistication

5560 of the ideas or content of the text, students' prior knowledge of the content, and the

5561 complexity of the vocabulary, sentences, and organization of the text.

5562   During instruction, teachers should model how to read text closely by thinking

5563   aloud for students, highlighting the literal and inferential questions they ask

5564   themselves and language and ideas that stand out to them while reading. Teachers

5565   provide concrete methods for students to read more analytically and guide students

5566   to frequently read complex texts using these methods with appropriate levels of

5567   scaffolding. Eleventh and twelfth graders need many opportunities to read a wide

5568   variety of complex texts and discuss the texts they're reading, asking and answering

5569   literal (on the surface) and inferential (below the surface) text-dependent questions

5570   to determine the meanings in the text, and to evaluate how well authors presented
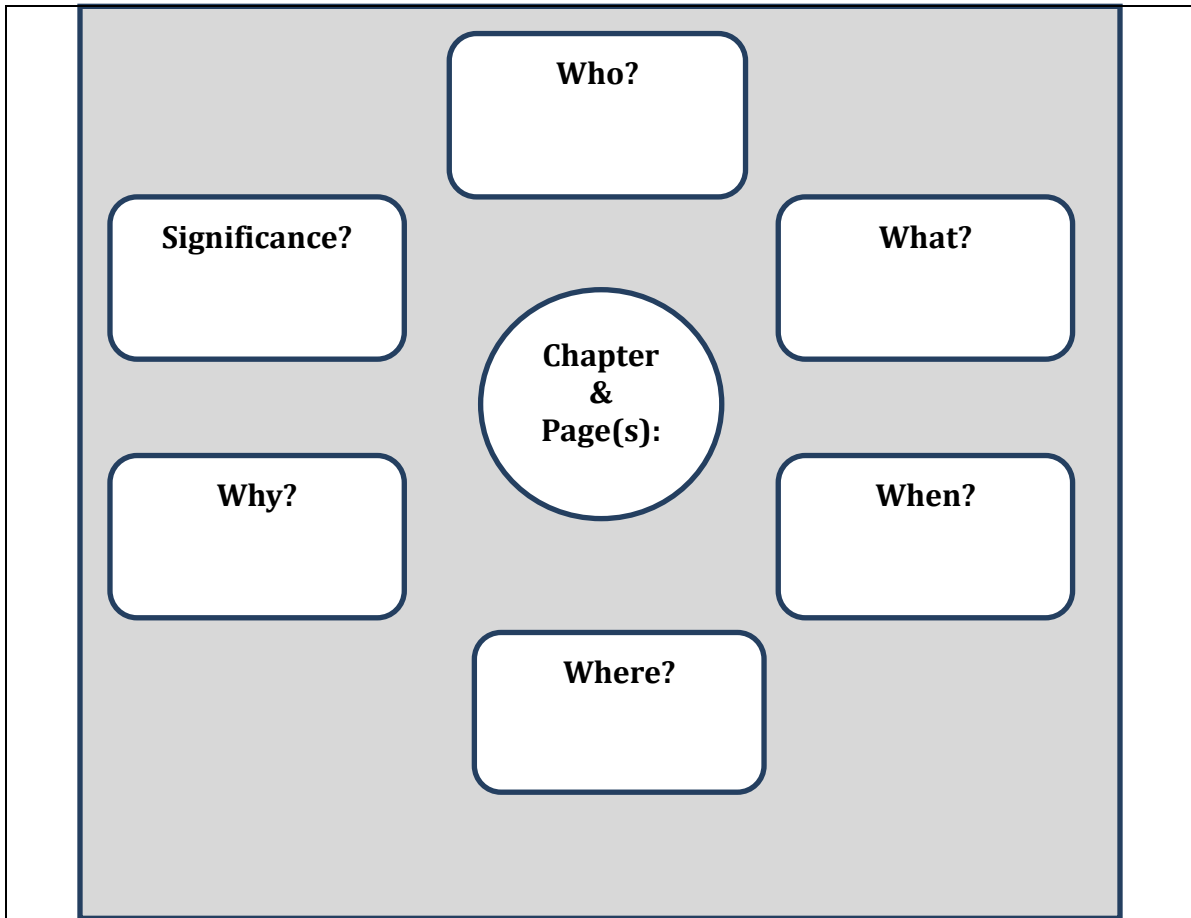
5571   their ideas.

5572   Importantly, for English learners, teachers should explicitly draw attention to

5573   text structure and organization and to particular language resources (e.g., text

5574   connectives, long noun phrases, types of verbs, and verb tenses) in the complex

5575   texts that helped the author convey particular meanings. Examples of specific

5576   language resources are text connectives (e.g., text connectives, long noun phrases,

5577   types of verbs and verb tenses) in the complex texts that helped the author convey

5578   particular meanings. Examples of specific language resources are using text

5579   connectives to create cohesion (e.g., *for example, unexpectedly, in the end*); long

5580   noun phrases to expand and enrich the meaning of sentences (e.g., "This would go

5581   far to explain the desperation with which he issued pardons and the charity that he

5582   wanted to extend to the conquered South at the war's close." [CCSS, Appendix B,

5583   p.170]); and complex sentences which combine ideas and convey meaning in

5584   specific ways (e.g., "The light lingered about the lonely child, as if glad of such a

5585   playmate, until her mother had drawn almost nigh enough to step into the magic

5586   circle too." [CCSS, Appendix B, p.145]). Providing English learners with

5587   opportunities to discuss the language of the complex texts they are reading

5588   enhances their comprehension of the texts while also developing their metalinguistic

5589   awareness.

5590   The following vignette illustrates how a teacher might implement the CA

5591   CCSS for ELA/Literacy and the CA ELD Standards during ELA instruction where

5592   analyzing dialogue and summarizing is the focus of instruction.

5593

Vignette 7.13 Eleventh Grade American Literature

Analyzing Dialogue and Summarizing

Background: Mrs. Takakawa has planned to teach her eleventh-grade American literature class the novel Pudd'nhead Wilson by Mark Twain. Although Mrs. Takakawa's vocabulary instruction will support students' comprehension of the text, she is concerned that the author's use of vernacular and local color writing will make the novel more challenging.

Lesson Context: After collaborating with her colleagues in the English department as well as the literacy coach, Mrs. Takakawa decided to implement a summarizing strategy to support her students' understanding of chapters that contained a great deal of dialogue, making the text more complex. She introduced her students to the procedure during the second chapter, using a graphic organizer for recording the important information.

```
                        ┌──────────────┐
                        │     Who?     │
                        └──────────────┘

   ┌──────────────┐        ┌────────┐        ┌──────────────┐
   │ Significance?│       ( Chapter  )        │    What?     │
   └──────────────┘       (    &     )        └──────────────┘
                          ( Page(s): )
   ┌──────────────┐        └────────┘        ┌──────────────┐
   │    Why?      │                           │    When?     │
   └──────────────┘                           └──────────────┘

                        ┌──────────────┐
                        │    Where?    │
                        └──────────────┘
```

Learning Target: Student goals for this lesson include: citing text evidence; determining themes and analyzing their development; determining meanings of words and phrases; analyzing a text where the point of view requires distinguishing what is directly stated from what is really meant; and evaluating a speaker's point of view.

Primary CCSS for ELA/Literacy Addressed: RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text . . . provide an objective summary of the text; SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; L.11-12.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; L.11-12.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Primary CA ELD Standards Addressed (Bridging level shown): ELD.PI.11-12.1 – Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, and providing coherent and well-articulated comments and

additional information; ELD.PI.11-12.8 – Explain how a writer's or speaker's choice of a variety of different types of phrasing or words produces nuances and different effects on the audience; ELD.PI.11-12.10B – Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words.

Lesson Excerpts: Mrs. Takakawa had pairs of students read the first few pages of the chapter to each other by alternating turns whenever Mrs. Takakawa called out: "Switch readers, please." The chapter contained the following dialogue (Twain, 1900):

"Say, Roxy, how does yo' baby come on?" This from the distant voice.

"Fust-rate. How does you come on, Jasper?" This yell was from close by.

"Oh, I's middlin'; hain't got noth'n' to complain of, I's gwine to come a-court'n you bimeby, Roxy."

"You is, you black mud cat! Yah — yah — yah! I got somep'n' better to do den 'sociat'n' wid [folks] as black as you is. Is ole Miss Cooper's Nancy done give you de mitten?"

Roxy followed this sally with another discharge of carefree laughter.

"You's jealous, Roxy, dat's what's de matter wid you, you hussy —yah — yah — yah! Dat's de time I got you!"

"Oh, yes, you got me, hain't you. 'Clah to goodness if dat conceit o' yo'n strikes in, Jasper, it gwine to kill you sho'. If you b'longed to me, I'd sell you down de river 'fo' you git too fur gone. Fust time I runs acrost yo' marster, I's gwine to tell him so."

As the students read, Mrs. Takakawa circulated around the room, listening to how students were handling the dialogue. When necessary, she stopped to assist with pronouncing the phonetically spelled words. When all pairs had finished the first section of dialogue, she reconvened the whole group and explained the purpose for what they would be doing. She said, "Many of you noticed how difficult the dialogue can be to read and understand because it is written in the vernacular and emphasizes the speech patterns and mannerisms particular to this time period and region. To make sure you are getting the important information out of these sections of text, we are going to learn to use a graphic organizer for summarizing the conversations of the characters. We will not use this every time there is dialogue, but we will use it when there are longer sections of dialogue or when the conversation is very important."

Mrs. Takakawa projected an electronic copy of the graphic organizer onto the screen and indicated portions of it as she spoke. "You will notice that there is a place in the center of this summarizing organizer for us to record the chapter and page numbers. This will help us refer back to the dialogue later if we need a quote for text evidence in an extended response or essay. Can someone tell me what I should record in this circle?"

She typed the information into the graphic organizer before continuing. "In the box at the top of the center circle, we will record who was talking. We want to put all the names of the characters involved in the conversation so that we can easily track their conversations in the graphic organizers we create over the course of the novel. Who remembers the names of the characters who were involved in the first dialogue in chapter 2?"

Again, Mrs. Takakawa typed the information into the projected graphic organizer. "You can see how quickly and easily some of the information in our organizer can be completed. This next box, however, will require a little bit more. We want to be as concise as possible in describing the content of the characters' conversation so that we do not repeat everything they said. We just want

the main points. The dialogue between Roxy and Jasper was fairly short, so there is less to synthesize than we might have later in the novel. Remember that they started with a basic 'How are you?' Then, they had what Twain described as a 'friendly duel.' What did the author mean by that?"
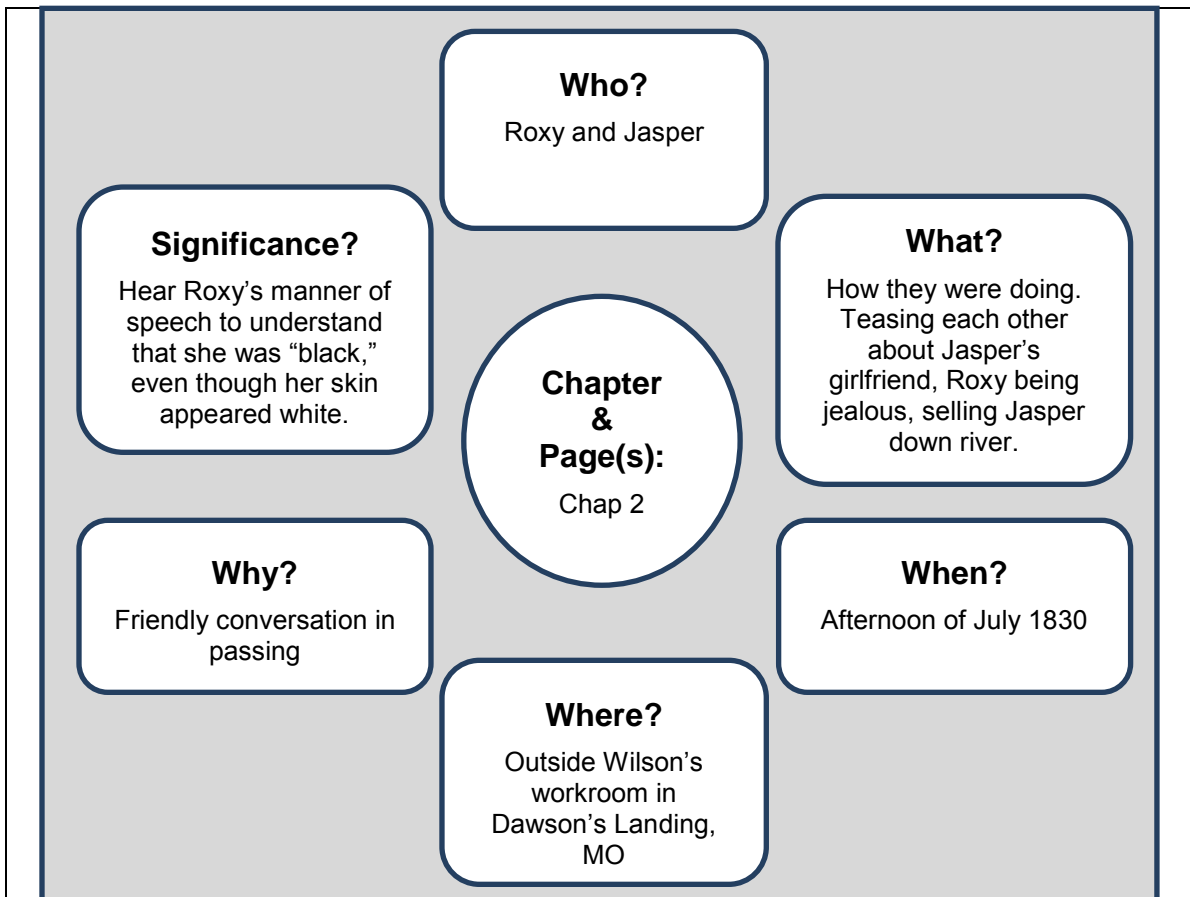
A student suggested the two characters were teasing each other, and Mrs. Takakawa asked for the types of things about which the characters were teasing each other. She recorded these ideas in the "What" box on the graphic organizer before asking where and when the conversation was taking place. "Knowing the time and place of the conversation are important for a couple reasons. First, some of the conversations will help advance the plot, so the setting can provide clues to understanding what is happening and the significance of what is being said. Second, the dialogue is an example of the vernacular of a particular cultural group in a particular geographic region and time period. Twain gave us all that information before the dialogue started, and we will need to remember it when we consider the significance of the conversation we are summarizing. Who can find when and where the conversation between Roxy and Jasper took place?"

After recording the information in the "When" and "Where" boxes on the graphic organizer, Mrs. Takakawa explained the "Why" box. "We need to know the nature of the conversation between the two characters as a reminder of the tone and, possibly, the role this dialogue might have played in developing the conflict. Were the characters arguing? Were they trying to get information from each other? Was one of them trying to trick the other into doing something? Or, was one of them trying to help the other? Those are some of the possibilities for why characters have a conversation. What do you think the reason was for the conversation between Roxy and Jasper?"

Some students suggested the characters were flirting, and others thought the characters were just trading insults as a cultural practice. "Both are possibilities and show how well you are using your background knowledge to bring meaning to the text," remarked Mrs. Takakawa. "Can we agree that, whether they are flirting or trading insults, Roxy and Jasper are just having a casual conversation? They saw each other in passing and are taking advantage of the opportunity to have a friendly chat?"

The students agreed, and Mrs. Takakawa typed the information into the graphic organizer. "Good! Because the significance of this conversation is not that they ended up going out on a date or one-upped each other with insults, is it? Twain wrote about the significance of presenting this dialogue in the paragraphs that followed. Who can find the important information the language of the dialogue helped to reveal about Roxy? Why was her manner of speaking so important that Twain gave space for the trivial banter in a short chapter in a short book? What does it help us understand?"

The students discussed how Roxy's speech portrayed her as a black slave during this period, but she was actually only one-sixteenth black. She appeared white and carried herself with "sass" among the other slaves. Mrs. Takakawa modeled paraphrasing the information in the final box on the graphic organizer. Then, she had the pairs of students try completing a graphic organizer for the other important dialogue in chapter two of the novel, to ensure the students understood how to apply the summarizing strategy.

Who?
Roxy and Jasper

Significance?
Hear Roxy's manner of speech to understand that she was "black," even though her skin appeared white.

Chapter & Page(s):
Chap 2

What?
How they were doing. Teasing each other about Jasper's girlfriend, Roxy being jealous, selling Jasper down river.

Why?
Friendly conversation in passing

When?
Afternoon of July 1830

Where?
Outside Wilson's workroom in Dawson's Landing, MO

Next Steps: Near the end of the period, Mrs. Takakawa asked the students to keep their graphic organizers in their binders. "I'll post an electronic version of the template on my class Webpage so that you have the option of using it on your own computer as you complete your assignments. You can also continue using the paper version if you prefer. For tomorrow, you will be reading chapter 3, which contains a very important soliloquy."

She reviewed the meaning of the literary term soliloquy, a word they had previously studied while reading Arthur Miller's Death of a Salesman. "I want you to complete a graphic organizer for that. In class, you will use those organizers to support your discussion in small groups about the significance of what Roxy has said and done." Mrs. Takakawa answered clarifying questions before the class was released.

Adapted from Kosanovich, Reed and Miller 2010

Resources: The original lesson is available at:

Kosanovich, M. L., Reed, D. K., and Miller, D. H. (2010). Bringing literacy strategies into content instruction: Professional learning for secondary-level teachers. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from: http://centeroninstruction.org/files/Bringing%20Literacy%20Strategies%20into%20Content%20Instruction%2Epdf

5594

5595   ***Designated ELD Vignette***

5596   The example in vignette 7.13 illustrates good teaching for all students. In

5597   addition to good first teaching, English learners benefit from intentional and

5598   purposeful designated ELD instruction that stems from and builds into content

5599   instruction. The following vignette illustrates and example of how designated ELD

5600   can build from and into a particular focus on language and dialogue studied in

5601   ELA.

5602

Vignette 7.14 Designated ELD Instruction in Eleventh and Twelfth Grades

Lesson Context: In Ms. Roy's ELD class, she prepares the students for the lesson on the dialogue in Mark Twain's *Pudd'nhead Wilson* by guiding them through a "translation" exercise. This also provides and opportunity for her to point out elements of grammar and pronunciation in standard English as compared to contemporary nonstandard varieties. In this way, the English learners in her class can begin to recognize the differences between the language they are familiar with from peers and other people in the community and the standard English they need to use in school.

Learning Target: Students analyze the meaning and linguistics features of the dialect represented in their ELA reading to practice adjusting language based on context and audience.

Primary CA ELD Standards Addressed (Bridging level shown): ELD.PI.11-12.1 – Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, and providing coherent and well-articulated comments and additional information; ELD.PI.11-12.4 – Adjust language choices according to the context, purpose, task, and audience; ELD.PI.11-12.8 – Explain how a writer's or speaker's choice of a variety of different types of phrasing or words produces nuances and different effects on the audience.

Lesson Excerpt: The students work in small groups to parse the dialogue and provide two "translations": first, into contemporary standard English, and then into a form of contemporary nonstandard English they are familiar with.

Ms. Roy has completed the first line of dialogue as an example:

Characters' English	Contemporary Standard English	Contemporary Nonstandard English	Notes on Linguistic Features
"Say, Roxy, how	Hello, Roxy, how	Hey, Roxy, what's	Pronunciation of

---

does yo' baby come on?"	are you doing?	up?	"you" Use of contractions	
"Fust-rate. How does you come on, Jasper?"				

As the students are filling out the chart, Ms. Roy circles among the groups to help the students decipher the way the spelling indicates pronunciation, and what some of the words or phrases mean. After the students have completed their charts, they share their results out in a Round Robin.

In the next activity, Ms. Roy has students analyze linguistic features—elements of pronunciation, word choice, word order, etc. that distinguish the three varieties of English from each other. This may generate some conversation among the students related to other varieties of English they are familiar with. One group used texting language as the nonstandard variety in the third column, and students discuss the ways they use individual letters or other abbreviations and substitutions to represent different spoken language in texts.

5603

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