Chapter Four

of the

English Language Arts/ English Language Development Framework

for California Public Schools
Kindergarten Through Grade Twelve

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Content and Pedagogy: Grades Two and Three

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Overview of the Span

The grades two to three span is a pivotal time for children as they build more sophisticated comprehension and decoding skills and develop the fluency necessary to propel them into more advanced reading, including independently reading chapter books. During this span, children engage with wide-ranging, high quality, increasingly complex text both as listeners[1] and readers, and their teachers provide carefully designed instruction and appropriate levels of scaffolding to support meaning making with these texts. At the same time, children's language (especially academic language) continues to expand, and they become more proficient at writing different types of texts for a variety of purposes. They use digital tools to produce and publish writing. They build knowledge through content area instruction and through interactions with literary and informational texts, including history/social studies, science, and technical texts. They also engage in wide reading and research projects, both which contribute mightily to knowledge. They continue to gain skill in expressing themselves effectively as they participate in collaborative discussions about texts and topics and provide formal presentations of their knowledge to an audience.

The grades two to three span is a pivotal time for children as they build more sophisticated comprehension and decoding skills and develop the fluency necessary to propel them into more advanced reading, including independently reading chapter books.

Children who are English learners (ELs) participate fully in the ELA and other content area curricula while they are also learning English as an additional language and developing as bilinguals. (See chapters 2 and 9 of this *ELA/ELD Framework*.) They continue to develop their metalinguistic awareness, learning new and nuanced ways of using English to convey ideas and messages that are appropriate for the discipline, topic, purpose, and audience. They also build their understanding of how vocabulary and other language resources are used to organize, expand and enrich, and connect ideas in texts.

When they speak and write, EL second and third graders adopt some of the same ways of using language they learn through their close reading of complex texts and their analysis of how language works in these texts. Students produce an increasing variety of language in their writing, speaking, and creating as they work to convey their understandings of the world, and they develop discourse practices that enable them to participate in a range of contexts, both social and academic. English learners at grades two and three achieve awareness about how language works and the ability to use language skillfully and flexibly through a carefully designed instructional program that immerses them in intellectually engaging and meaningful content with appropriate levels of scaffolding.

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It is important to note that, even as children are learning English as an additional language, California values the primary languages of its students and encourages continued development of those languages. This is recognized by the establishment of the State Seal of Biliteracy. (See the introduction to this *ELA/ELD Framework*.) In addition, and

1 As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include students who are deaf and hard of hearing using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

This ELA/ELD Framework *views the "non-standard" dialects of English (such as African American English or Chicana/Chicano English) that linguistically and culturally diverse students may bring to school from their homes and communities as valuable assets . . .*

as discussed in chapters 2 and 9, California takes an *additive* stance to language development for all children. This *ELA/ELD Framework* views the "non-standard" dialects of English (such as African American English or Chicana/Chicano English) that linguistically and culturally diverse students may bring to school from their homes and communities as valuable assets, resources in their own right, and solid foundations to be built upon for developing academic English.

Students with disabilities are a diverse group with varying needs and abilities, and with appropriate strategies, supports, and accommodations, they, too, engage in an intellectually rich and engaging curriculum that supports their achievement of grade-level standards. (See chapter 9 of this *ELA/ELD Framework*.)

This chapter provides guidance for supporting all children's achievement of the grades two and three CA CCSS for ELA/Literacy and, additionally for ELs, the CA ELD Standards. It begins with a brief discussion of the integrated and interdisciplinary nature of the language arts. It then highlights the key themes of ELA/literacy and ELD instruction, and outlines appropriate ELD instruction. Grade-level sections provide additional guidance for grade two and grade three and include snapshots and longer vignettes of practical application of this guidance.

An Integrated and Interdisciplinary Approach

As noted in previous chapters, reading, writing, speaking, listening, and language are not independent processes; rather, they are interdependent. The CA CCSS for ELA/Literacy and the CA ELD Standards recognize the interrelationships among these communicative acts and call for their integration in the ELA/literacy and ELD curriculum. Instruction is organized so that the strands of Reading, Writing, Speaking and Listening, and Language develop together and are mutually supportive.

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

The language arts are used to acquire knowledge and inquiry skills in the content areas. Children read to gain, modify, or extend knowledge or to learn different perspectives.

- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (Grade Three Next Generation Science Standard 3-LS4-3)

- Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. (California Grade Three History–Social Science Content Standard 3.3.3)
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawing of rulers) and equations with a symbol for the unknow number to represent the problem. (California Gr Two CCSS Mathematics Standard MD.5)
- Explain commonalities among basic locomotor and axial movements in dances from various countries. (California Grade Two Visual and Performing Arts Dance Content Standard 3.2)
- Describe and record the changes in heart rate before, during, and after physical activity. (California Grade Three Physical Education Standard 4.8)

They [students] acquire language for new concepts through reading and listening and use this language in speaking and writing. As the language arts are employed in the content areas, skills in reading, writing, speaking, listening, and language are further developed.

Similarly, the components of the CA ELD Standards—"Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Literacy Skills"—are integrated throughout the curricula, rather than being addressed exclusively during designated ELD. The CA ELD Standards guide teachers to support their EL students to fully engage with the grade-level curricula that the CA CCSS for ELA/Literacy and other content standards call for while developing linguistically in an accelerated time frame.

Key Themes of ELA/Literacy and ELD Instruction

This section discusses each of the five themes of California's ELA/literacy and ELD instruction described in the introduction to this framework and chapters 1 and 2 as they pertain to grades two and three (see figure 4.1): **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. Impacting each of these for ELs is learning English as an additional language, and impacting all students is the context in which learning occurs. Displayed in the white field of the figure are the characteristics of the context for instruction called for by this *ELA/ELD Framework*. Highlighted in figure 4.2 is research on **motivation and engagement**, discussed in chapter 2 of this framework. Teachers in the grade span recognize their critical role in ensuring children's initial steps on the exciting pathway toward ultimately achieving the overarching goals of ELA/literacy and ELD instruction (display in the outer ring of figure 4.1): students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century.

Teachers in the grade span recognize their critical role in ensuring children's initial steps on the exciting pathway toward ultimately achieving the overarching goals of ELA/literacy and ELD instruction . . .

Figure 4.1. Circles of Implementation of ELA/Literacy and ELD Instruction

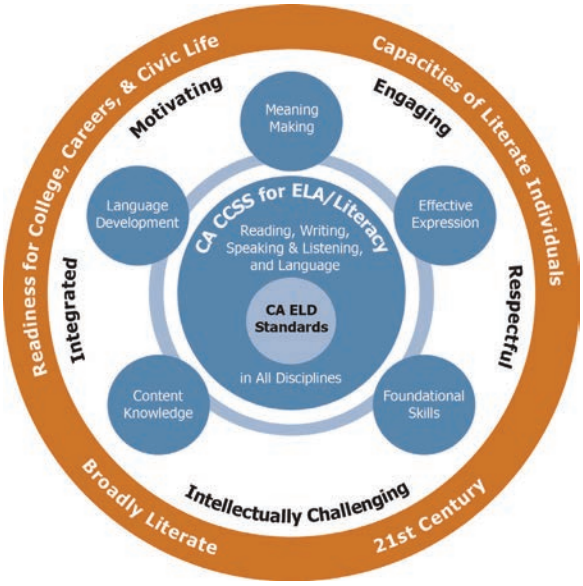

Figure 4.2. Motivation and Engagement

Educators should keep issues of motivation and engagement at the forefront of their work to assist children achieve the CA CCSS for ELA/Literacy and CA ELD Standards. The panel report *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (Shanahan, and others 2010) makes clear the importance of addressing motivation and engagement in primary grade literacy programs and recommended the following practices:

- Help students discover the purpose and benefits of reading by modeling enjoyment of text and an appreciation of what information has to offer and creating a print rich environment (including meaningful text on classroom walls and well stocked, inviting, and comfortable libraries or literacy centers that contain a range of print materials, including texts on topics relevant to instructional experiences children are having in the content areas).
- Create opportunities for students to see themselves as successful readers. Texts and tasks should be challenging, but within reach given appropriate teaching and scaffolding.
- Provide students reading choices, which include allowing them choice on literacy-related activities, texts, and even locations in the room in which to engage with books independently. Teachers' knowledge of their students' abilities will enable them to provide appropriate guidance.
- Provide students the opportunity to learn by collaborating with their peers to read texts, discuss texts, and engage in meaningful interactions with texts, such as locating interesting information together.

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers' and the broader school community's open recognition that students' primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and also to draw on to build proficiency in English and in all school learning (de Jong and Harper 2011; Lindholm-Leary and Genessee 2010). Teachers are encouraged to do the following:

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Get to know students' cultural and linguistic backgrounds and how individual students interact with their primary language, home dialect, and home cultures.
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum
- Use texts that accurately reflect students' cultural and social backgrounds so that students see themselves in the curriculum.
- Continuously expand their understandings of culture and language so as not to oversimplify approaches to culturally and linguistically responsive pedagogy. (For guidance on implementing culturally and linguistically responsive teaching, see chapters 2 and 9 of this *ELA/ELD Framework*.)

Meaning Making

Meaning making is at the very heart of ELA/literacy and ELD instruction. This section includes a focus on standards that relate to meaning making, provides information about comprehension of complex text, and briefly discusses comprehension strategies.

As in other grade spans, the focus on meaning making cuts across the strands of CA CCSS for ELA/Literacy and the ELD Standards in grades two and three. Each strand (ELA/Literacy) or part (ELD) in both sets of standards emphasizes the primacy of meaning in ELA/literacy and ELD instruction.

Prior to entering the grades two and three span, children learned that reading, writing, speaking, and listening are meaningful acts. They had many experiences making meaning with text and in other communicative exchanges. In transitional kindergarten through grade one, they participated in and demonstrated meaning making by asking and answering questions about key details in a text (RL/RI.K–1.1). They learned to retell grade-level stories and key details of informational text and to demonstrate understanding of a text's central message or main idea (RL/RI.K–1.2). They revealed their comprehension as they described characters, settings, and major events in literary text and connections among elements of informational text (RL/RI.K–1.3), and they used information from illustrations to make meaning (RL/RI.K–1.7). They compared and contrasted adventures and experiences of characters in stories and identified basic similarities in and differences between two informational texts on the same topic (RL/RI.K–1.9). By grade one, with prompting and support, they read grade-level prose, poetry, and informational texts, and they learned to activate prior knowledge related to the content of the texts and confirm predictions about what will happen next (RL/RI.1.10).

In the transitional kindergarten through grade one span, they also learned that writing is used to communicate opinions, information/explanations, and narratives as they shared their thoughts and understandings through drawings and dictation and by employing their developing knowledge of the alphabetic code (W.K–1, Standards 1–3). They learned to participate in collaborative conversations in small and large groups, asking and answering questions to make meaning, and to present their understandings to others (SL.K–1, Standards 1–6). And, they began to learn about and gain command

of basic oral and written language conventions in order to more clearly convey meaning (L.K–1, Standards 1–2 and L.K–1, Standards 4–6).

These skills and understandings are furthered developed in the second- and third-grade span, and new skills are learned that support meaning making. Among the new skills that focus on meaning making are the following:

- Answering *who, what, where, when, why*, and *how* questions about text and, in grade three, referring explicitly to the text as the basis for answers to questions about the text (RL/RI.2–3.1)
- Explaining how details support the main idea in a text (RL/RI.2–3.2)
- Explaining how characters respond to major events and challenges and, in grade three, explain how their actions contribute to the sequence of events.(RL.2–3.3)
- Describing the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text and, in grade three, use language that pertains to time, sequence, and cause-effect (RI.2–3.3)
- Acknowledging differences in the points of view of characters and identifying the purpose of a text (RL/RI.2–3.6)
- Referring explicitly to the text when demonstrating understanding in grade three (RL/RI.3.1)
- Conducting short research projects in grade three on their own (W.3.7)
- Gathering information from print and digital resources, taking notes, and sorting evidence into provided categories in grade three (W.3.8)
- Recounting and determining main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (SL.2–3.2)

These skills contribute to the goal of educating individuals who can thoughtfully make meaning with a range of text and media and with diverse peers and others.

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

The CA ELD Standards amplify this emphasis on meaning making. Children continue to learn to interact in meaningful ways (Part I) through three modes of communication: collaborative, interpretive, and productive.

Meaning Making with Complex Text

It is during the second- and third-grade span that children begin to read appropriately-leveled complex literary and informational texts. They are provided substantial instructional support as they are guided toward reading texts in this grade span proficiently and independently by the end of grade three (RL/RI.2–3.10). They learn to read complex texts closely. Often this entails rereading for different purposes: to determine a character's perspective, identify how the author's word choice impacts meaning, examine the organization of information, and so on.

As discussed in chapter 2 in this *ELA/ELD Framework*, text complexity is determined on the basis of quantitative and qualitative dimensions of the text as well as on knowledge of the reader (including motivation, prior experiences, and background knowledge) and considerations about the reading task itself. All children should be provided the opportunity and the appropriate differentiated instruction that best enables them to interact successfully with complex text. Ample experiences with complex text that are successful and satisfying contribute to children's progress in achieving the skills and knowledge required for college, the workforce, responsible citizenship, and the demands of the 21st century. Furthermore, they are crucial if children are to attain the capacities of literate individuals and become broadly literate. (See the overarching goals of ELA/literacy and ELD instruction described in chapter 2 of this framework.)

In terms of quantitative measures of complexity, suggested ranges of multiple measures of readability for the grades two and three complexity band recommended by the NGA/CCSSO are provided in figure 4.3.

Figure 4.3. Associated Ranges from Multiple Measures for the Grades Two and Three Text Complexity Band

ATOS (Renaissance Learning)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13	0.05–2.48

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. n.d. "Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity," 4. *Common Core State Standards Initiative.*

Quantitative measures provide a first and broad—and sometimes inaccurate—view on text complexity. Teachers also should examine closely ***qualitative*** factors, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands of the text. Texts that have multiple levels of meaning, use less familiar structures (such as flashbacks and flashforwards), employ less common language conventions, and assume rather than provide requisite background knowledge on a topic typically are more challenging to readers, and therefore are considered more complex text. Readability formulae cannot provide this information. The complexity of a text also depends upon the readers' motivation, knowledge, and experiences and upon what the readers are expected to do with the text (in other words, the task).

Teachers play a crucial role in ensuring that all students engage meaningfully with and learn from challenging text. They provide strategically-designed instruction with appropriate levels of scaffolding, based on students' needs and as appropriate to the text and task, while always helping children work toward achieving independence. Some of the teaching practices that illustrate this type of instruction and scaffolding include leveraging background knowledge; teaching comprehension strategies, vocabulary, text organization, and language features; focusing discussions on important questions and ensuring equitable participation; sequencing texts and tasks appropriately; asking children to reread the same text for different purposes, including to locate evidence for interpretations or understandings; deploying tools, such as graphic organizers and student-made outlines; and teaching writing in response to text. Figure 2.10 in chapter 2 of this *ELA/ELD Framework* provides guidance for supporting learners' engagement with complex text, along with considerations that are critical for ensuring access for ELs.

Using Comprehension Strategies. Teaching children to use reading comprehension strategies to help them understand and retain what they read was among the recommendations of a panel convened by the federal Institute of Education Sciences to review the research on comprehension instruction in kindergarten through grade three. (Shanahan, and others 2010, 5). The panel identified six research-based strategies as important for reading comprehension in the primary grades. These, and descriptions, are provided in figure 4.4.

Figure 4.4. Comprehension Strategies and Descriptions

Effective Strategy	Description
Activating Prior Knowledge/ Predicting	Students think about what they already know and use that knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.
Questioning	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as *where* or *why* to develop their questions.
Visualizing	Students develop a mental image of what is described in the text.
Monitoring, Clarifying, and Fix Up	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.
Drawing Inferences	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.
Summarizing/Retelling	Students briefly describe, orally or in writing, the main points of what they read.

Source

Excerpted from

Shanahan, Timothy, and others. 2010. *Improving Reading Comprehension in Kindergarten Through 3rd Grade: A Practice Guide* (NCEE 2010-4038), p. 12-13. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

The panel noted that strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11), and the panel contrasted strategy use with completion of worksheets. Teachers should explain each strategy (including its purpo and application), demonstrate its use with authentic text, and support students’ independent use. Strategies can be used individually or in combination. Critically, the strategies themselves are not the focus of instruction; gaining meaning of the text in hand is always the goal.

It is important that questions be skillfully crafted, especially for complex text. Planning is crucial, as are sensitivity and responsiveness to students' comprehension efforts and growing understandings. Students answer questions orally and in writing, as writing in response to text also strengthens students' comprehension.

Questioning is one of the important comprehension strategies identified by the panel, and teachers plan questions that support students' comprehension of text and that guide them to read carefully and closely to uncover layers of meaning, perspectives, and language use, thus deepening students' understanding of the text and its purposes. Teachers ensure that most of the questions are text dependent, that is, ones that can only be answered if the text has been read or heard. Questions direct students to think about key ideas and details, vocabulary, and the author's craft, including the choices the author made in organizing the text or using particular language. Questions prompt literal and especially higher-order understandings and guide students to make inferences. Critical thinking also is prompted when questions target thinking about an author's intentions. It is important that questions be skillfully crafted, especially for complex text. Planning is crucial, as are sensitivity and responsiveness to students' comprehension efforts and growing understandings. Students answer questions orally and in writing, as writing in response to text also strengthens students' comprehension (Graham and Hebert 2010).

In addition to answering questions that support meaning making, students increase their skills in asking their own questions about the texts they are read or listen to during this span (RL/RI.2–3.1). Teachers model question generation during reading and has children collaborate with peers to generate questions about the text. Students focus both on extracting and clarifying meaning and on critically examining the author's choices and purposes or perspectives. Initially, teachers provide support, withdrawing it slowly as students' skills and confidence grow. The process of gradually releasing responsibility for learning to students is discussed in chapter 2 of this *ELA/ELD Framework*.

Language Development

Language is central to reading, writing, speaking, and listening—and, indeed, to all learning. It is a crucial focus in children's schooling, especially in the early years, as these years provide the foundation for the learning that occurs in subsequent years. This section begins with a discussion of previous learning and current grade-span standards related to language development. Then vocabulary development, teacher read alouds, and teacher modeling and student conversations are highlighted.

In the transitional kindergarten through grade one span, considerable attention was devoted to language development. Children were exposed to rich and varied vocabulary, sentence structures, and discourse structures through a variety of means, and they were given many opportunities to use language to express themselves and interact with others in meaningful and intellectually stimulating learning contexts. (See chapter 3 of this *ELA/ELD Framework*.)

In the transitional kindergarten through grade one span, children learned to ask and answer questions about unknown words or phrases in literature and informational texts (RL.K.4/RI.K–1.4). They learned to identify words and phrases in stories or poems that suggest feelings or appeal to the senses (RL.1.4). They also learned to use temporal words to signal event order (W.2.3). Children

Prior to entering the grades two and three span, children were also taught to determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level texts and content by using sentence-level context, frequently occurring affixes, or frequently occurring root words and their inflectional forms.

learned to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4). They learned to use language to seek help or get information or clarification. They also learned to ask and answer questions about key details in texts read aloud, information presented orally or through other media, or in order to gather additional information or clarify something that a speaker said that they did not understand (SL.K–1.2, SL.K–1.3).

Prior to entering the grades two and three span, children were also taught to determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level texts and content by using sentence-level context, frequently occurring affixes, or frequently occurring root words and their inflectional forms (L.1.4). With guidance and support, they began to demonstrate understanding of word relationships and nuances in word meanings (L.1.5). They learned to use context, which includes knowledge of language, to confirm or self-correct word recognition and comprehension while reading (RF.1.4c). See the language conventions sections of the grade-level discussions in chapter 3 of this *ELA/ELD Framework* for detail on language conventions that were acquired in the transitional kindergarten through grade one span.

In the second- and third-grade span, children continue to build the skills they learned in the previous grades. New to this span in terms of language development and language awareness are the following:

- Describing how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (RL.2.4)
- Determining the meaning of words and phrases as they are used in a text (RI.2.4), and in the case of literature (in grade three), distinguishing literal from nonliteral language (RL.3.4)
- Determining the meaning of general academic and domain-specific words and phrases in a text (in grade three) (RI.3.4)
- Knowing the meaning of the most common prefixes, derivational suffixes, and Latin suffixes (RF.3.3a, b) and determining the meaning of the new word formed when a known prefix (L.2.4) or other affix (L.3.4) is added to a known word
- Using linking words (in grade two) and phrases (in grade three) in writing to connect ideas (W.2–3.1, W.3.2c)
- Using temporal phrases (in grade three) in writing to signal event order (W.3.3c)
- Using language that pertains to time, sequence, and cause/effect when describing the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text in grade three (RI.3.3)
- Recounting or describing key ideas or details from a text read aloud or informational presented orally or through diverse media and formats (SL.2–3.2)
- Offering elaboration and detail while asking and answering questions about information from a speaker (in grade three) (SL.3.3)
- Using descriptive details (including clear and specific vocabulary in grade three) to tell a story or recount an experience (or, in grade three, report on a topic) (SL.2–3.4)

- Comparing formal and informal uses of English (in grade two) (L.2.3a) and recognizing and observing differences between conventions of spoken and written standard English (in grade three) (L.3.3)
- Choosing words and phrases for effect (in grade three) (L.3.3a)
- Using knowledge of the meaning of individual words to predict the meaning of compound words (L.2.4d)
- Using glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas (L.2–3.4)
- Demonstrating understanding of word relationships and nuances in word meanings, including (in grade three) distinguishing the literal and non-literal meanings of words and phrases in context and distinguishing shades of meaning among related words that describe states of mind or degrees of certainty
- Using adjectives and adverbs to describe in grade two (L.2.6)
- Determining the meaning of, acquiring, and using accurately grade appropriate conversational, general academic, and domain-specific words and phrases (in grade three) (L.3.6, R.3.4)

The CA ELD Standards amplify the emphasis on language, particularly on the development of academic language and language awareness. This emphasis includes students using academic language meaningfully in conversations, oral presentations, and various writing tasks and selecting and adapting language strategically according to purpose, text type, task, and audience. English learners learn to interpret, analyze, and evaluate how writers and speakers use language by explaining how well the language used supports opinions or presents ideas (ELD.PI.2–3.7), and they analyze the language choices of writers and speakers by distinguishing how their choice of words with similar meanings evoke different effects on the reader or listener (ELD.PI.2–3.8). This amplification of the CA CCSS for ELA/Literacy also includes a strong emphasis on selecting a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create precision and shades of meaning while speaking and writing (ELD.PI.2–3.12).

Part II of the CA ELD Standards and the CA CCSS for ELA/Literacy highlight the importance of developing deep awareness of how English works on multiple levels, including discourse, text, sentence, clause, phrase, and word.

Part II of the CA ELD Standards and the CA CCSS for ELA/Literacy highlight the importance of developing deep awareness of how English works on multiple levels, including discourse, text, sentence, clause, phrase, and word. This multiplicity requires teachers to think strategically about the types of learning experiences that will support their EL students at varying English proficiency levels to *build up* and *use* the linguistic resources and content knowledge necessary for participating in academic discourse. While teachers continue to help their EL students develop the type of English used in social situations and, importantly, allow students to use social English, "imperfect" English, and their primary language as they engage in academic tasks, all of the CA ELD standards in Part I and II are focused on developing ELs' proficiency in academic English across and within the disciplines.

Students' language develops when they have ample opportunities to hear, read, and use language in speaking and writing. Therefore, teachers should serve as excellent models of language use and ensure that children have many opportunities to use language for a variety of purposes in a variety of stimulating contexts. Classrooms that are silent for hours suggest lost opportunities for language development.

Vocabulary Instruction

Research indicates that there are large vocabulary differences among English users by the end of grade two, differences that account for ability to comprehend grade-level text in the years ahead (Biemiller and Slonim 2001). Early attention to vocabulary, therefore, is crucial. In the second- and third-grade span, as in all grade levels, children are provided thoughtful and deliberate vocabulary instruction.

Research indicates that there are large vocabulary differences among English users by the end of grade two, differences that account for ability to comprehend grade-level text in the years ahead. Early attention to vocabulary, therefore, is crucial.

Figure 2.13 in chapter 2 of this *ELA/ELD Framework* displays a model for conceptualizing categories of words (Beck, McKeown, and Kucan 2013): conversational, general academic, and domain-specific words. Most children acquire conversational vocabulary without much teacher support, although explicit instruction in this category of words may need to be provided to ELs depending on their exposure to and experience using conversational English. Instructional attention is needed to ensure acquisition of general academic and domain-specific words. The latter are typically taught in the context of the discipline, and typically both texts and teachers provide definitions. The words are used repeatedly and are often accompanied by a diagram or a glossary definition that supports understanding. General academic words are considered by some as requiring the most explicit instructional attention (NGA/CCSSO 2010a: Appendix A, 33). These words impact meaning yet are not often defined in a text, and, they are likely to appear in many types of texts and contexts, sometimes changing meaning depending on the discipline.

A review of research on vocabulary instruction (National Reading Technical Assistance Center [NRTA] 2010) concluded the following:

- Higher frequency of exposure to targeted vocabulary words will increase the likelihood that young children will understand and remember the meanings of new words and use them more frequently (NRTA 2010, 4).
- Explicit instruction of words and their meanings increases the likelihood that young children will understand and remember the meanings of new words (NRTA 2010, 4). Contextual approaches have been found to produce greater gains than lessons that emphasize word definitions (Nash and Snowling 2006).
- Questioning strategies that highlight vocabulary and language engagement enhance students' word knowledge (NRTA 2010, 5).

General academic words are considered by some as requiring the most explicit instructional attention. These words impact meaning yet are not often defined in a text, and, they are likely to appear in many types of texts and contexts, sometimes changing meaning depending on the discipline.

English learners benefit from the same type of comprehensive vocabulary instruction called for in the NRTA review, and they also benefit from additional attention to vocabulary development particular to their needs as learners of English as an additional language. Teachers should provide multiple and repeated opportunities for EL children to hear, read, and use general academic and domain-specific vocabulary in meaningful contexts. For example, teachers draw students' attention to particular words (e.g., *devastated*) while they are reading a complex text aloud and use the target words intentionally throughout the day in

different situations (e.g., Last year, I was *devastated* when my pet died.). They also structure frequent conversations in which students are able to use the target words meaningfully, discussing the texts they are reading or that the teacher reads aloud or using open language frames as appropriate (e.g., Wilbur would b *devastated* if ___.)

In addition, cognates are a rich vocabulary resource for ELs. Cognates are words in two or more languages that sound and/or look the same or very nearly the same and that have similar or identical meanings.

In addition, cognates are a rich vocabulary resource for ELs. Cognates are words in two or more languages that sound and/or look the same or very nearly the same and that have similar or identical meanings. For example, the word *animal* in English and the word *animal* in Spanish are clearly identifiable cognates because they are spelled the same, sound nearly the same, and have the same meaning. The abundance of words with Latin roots in English science and history texts make cognates an especially rich linguistic resource for academic English language development for Spanish-speaking ELs and other ELs whose primary language is derived from Latin (Bravo, Hiebert, and Pearson 2005; Carlo, and others 2004; Nagy, and others 1993). Cognate knowledge does not necessarily develop automatically for all children. Teachers build their EL students' metalinguistic awareness of cognates by drawing attention to the words, highlighting the nuances between different types of cognates and the existence of *false cognates*, or words that appear to be the same in different languages but are in fact quite different. For more information on leveraging students' cognate knowledge for learning English and developing biliteracy, see chapter 2 of this *ELA/ELD Framework*.

Reading Aloud

Rich exposures to text contribute to students' language development. As important as independent reading is, at this point in the development of their decoding skills children are more likely to expand their academic language through teacher read alouds of high quality literary and informational text. When children attend to complex texts written beyond their level of decoding, they are exposed to new language and ideas. Figures 4.5 and 4.6 provide examples of the rich language of texts.

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

General Academic Words	Complex Grammatical Structures
admonition (p. 3) impolite (p.3) digress (p. 4) pelting (p. 4) midst (p. 4) reverie (p. 4) glare (p. 4) circumstances (p. 6)	• I shall never forget the first time I laid these now tired old eyes on our visitor. (p. 3) • In the midst of this reverie, I heard a car pull into the driveway. (p. 4) • There was a flash of lightning, and in its glare I noticed that Mr. Monroe was carrying a little bundle—a bundle with tiny glistening eyes. (p. 4) • "Would somebody like to take this?" asked Mr. Monroe, indicating the bundle with the eyes. (p. 6)

Figure 4.6. Sample Academic Language from* The Story of Snow: The Science of Winter's Wonder *by Mark Cassino with Jon Nelson

General Academic Words	Domain-Specific Words	Complex Grammatical Structures
reflect (p. 7) visible (p. 7) forming (p. 10) center (p. 10) causes (p. 10) common (p. 14) complicated (p. 17)	water vapor (p. 7) snow crystal (p. 8) soot (p. 9) pollen (p. 9) evaporates (p. 9) dendrites (p. 15) hexagon (p. 17)	• Clouds are mostly made of air and water, but there are also bits of other things, like tiny particles of dirt, ash, and salt. (p. 8) • As the snow crystal gets bigger and heavier, it starts to fall to earth. (p. 13)

Reading aloud both literary and informational texts should be a regular part of every school day. Teachers select texts that expose students to sophisticated ideas, rich vocabulary, complex grammatical structures, and different discourse features. Selections challenge or *stretch* children but are within their reach, and the teacher provides explanations of vocabulary and phrases, including figurative uses of language, as they read aloud. One research study revealed that while rereading texts to children improved their understanding of word meanings, teacher explanations of unknown words during reading aloud resulted in greater gains (Biemiller and Boote 2006). Helpful to all children, but particularly ELs, is to contextualize vocabulary instruction within rich read-aloud texts, provide multiple opportunities to use new vocabulary meaningfully, and incorporate multi-media (August and Haynes 2014; Silverman and Hines 2009).

Teacher Modeling and Time for Conversations

Teachers create language-rich environments for students. They model use of academic vocabulary and varied and increasingly complex grammatical structures as they interact with children, read aloud and discuss challenging texts, deliver instruction across the curricula, and discuss classroom routines and experiences. They also ensure that children have many opportunities to explore and use the language they are learning. They engage children in structured (e.g., think-pair-share) as well as informal (e.g., turn-and-talk) academic conversations with partners, in small groups, and in large groups. Instructional routines and strategic scaffolding (e.g., open sentence frames tailored to students' language learning needs) guarantee equitable participation for all students. Crucial for all learners, especially ELs and children with language delays or disabilities, is an atmosphere of respect for children's efforts to communicate their ideas. Teachers engage children in genuine conversations about their experiences, their interests, current events, and the curricula, and they provide stimulating, social learning activities that fuel conversations.

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Effective Expression

The development of effective communication skills is one of the hallmarks of the CA CCSS for ELA/Literacy and the CA ELD Standards. This section provides a brief overview of writing, discussing, presenting, and using language conventions in the grade span. Additional information is provided in the grade-level sections of this chapter.

Writing

In transitional kindergarten through grade one, children learned to compose opinion pieces, informative/explanatory texts, and narratives. They began by using a combination of drawing, dictating, and writing to express their ideas and by the end of grade one they were writing pieces in which they introduced a topic, supplied some details (e.g., a reason for an opinion, facts about an informative/explanatory piece, and details about the events in a narrative), and provided some sense of closure (W.K–1, Standards 1–3). With support and guidance from adults, they learned to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen their writing. They also learned to use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.K–1, Standards 5–6). Importantly, they participated in shared research and writing projects, drawing on texts and other resources and experiences to inform their work (W.K–1, Standards 7–8).

In grades two and three, students build on previous learning to write more detailed and cohesive texts of a variety of types for a variety of purposes (W.2–3, Standards 1–3). Among the writing skills new to the grades two and three span are the following:

- Using linking words in writing (W.2–3, Standards 1–2)
- Writing a well elaborated narrative with descriptive details and, in grade three, dialogue (W.2–3.3)
- With guidance and support from adults, producing writing in which the development and organization are appropriate to task and purpose (W.2–3.4)
- Using feedback from peers to strengthen writing by revising and editing and, in grade three, planning (W.2–3.5)
- Using keyboarding skills in grade three to produce and publish writing (W.2–3.6)

In addition, Writing Standard 10 begins in grade two. Although students engaged in considerable writing in transitional kindergarten through grade one, Standard 10 requires that they now and hereafter "Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences."

A panel charged with examining the research on effective writing instruction in elementary schools states "students should develop an early foundation in writing in order to communicate their ideas effectively and efficiently" and that "students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and self-expression" (Graham, and others 2012, 6). Thus, it is imperative that adequate attention is given to writing in the early years of schooling.

. . . Writing Standard 10 begins in grade two. Although students engaged in considerable writing in transitional kindergarten through grade one, Standard 10 requires that they now and hereafter "Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences."

Skill in writing is developed through excellent instruction and plentiful opportunities to write for meaningful purposes daily. The panel recommends a minimum of one hour a day be devoted to writing, beginning in grade one, with about half of the time dedicated to learning strategies, techniques, and skills appropriate to students' levels and needs, and half in application across the curriculum. Students write in science, history–social science, performing and visual arts, and other content areas. For example, students record the steps they take in a science investigation, explain their understanding of a graph, write an argument for or against a new classroom rule, record personal responses to a literary text in a journal, present facts about the history of a community and explain features of a community map, write invitations for family and community members to attend a school event, write scripts in preparation for a performance, respond in written language to a work of art, and write requests to merchants for donations of sports equipment. There is no dearth of topics or purposes for writing.

Contributing to students' development as effective writers are opportunities to listen to, view, and read exemplary texts and to discuss the author's craft. Thus, rich classroom and school libraries are important, as are time to read and time to discuss what is read.

Contributing to students' development as effective writers are opportunities to listen to, view, and read exemplary texts and to discuss the author's craft. Thus, rich classroom and school libraries are important, as are time to read and time to discuss what is read. Additionally, teachers model writing and engage in collaborative writing with children. They provide opportunities for children to develop and strengthen their writing through planning, revising, and editing based on teacher and peer support and feedback, as well as self-identified areas for refinement. Furthermore, teachers create supportive environments and attend to students' motivation by fostering a community of writers, offering students' choice, and valuing students' work (Graham and others, 2012).

Formative assessment informs teachers' practice and is a crucial component of effective writing instruction. Romero (2008) suggests teachers employ the following types of informal approaches in order to engage in formative assessment in the area of writing:

- Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)
- Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests
- Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion." or "I checked for capitalization at the beginning of sentences.")
- Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals
- Rubrics constructed by the teacher and/or the students and completed by either or both as a writing project is under development
- Portfolios that include a large collection of artifacts selected by the student in consultation with the teacher and are used to identify goals and inform subsequent instruction

Formative assessment informs teachers' practice and is a crucial component of effective writing instruction.

This focus on writing is amplified in the CA ELD Standards. Much of Part I is focused on students examining how successful writers use particular language resources to convey their ideas and on making strategic choices to use language purposefully in writing for increasingly academic purposes.

All of Part II focuses on enacting understandings of how written (and spoken) language works: how different text types are organized, how to make texts more cohesive, how to expand ideas and enrich them, how to connect ideas in logical ways that create relationships between them, and how to condense multiple ideas to create precision. These understandings are critical for successful writing, particularly as ELs increasingly use writing to communicate their understandings of texts they read in language arts and other content areas.

Prior to the second- and third-grade span, children learned to follow agreed-upon rules for discussions, respond to the comments of others, engage in multiple exchanges on the same topic, and ask questions to clear up any confusion.

Discussing

Prior to the second- and third-grade span, children learned to follow agreed-upon rules for discussions, respond to the comments of others, engage in multiple exchanges on the same topic, and ask questions to clear up any confusion (SL.K–1.1). They learned to ask and answer questions about texts read aloud, information presented orally or through other media, and by peers (SL.K–1.2-3). They produced complete sentences when appropriate to the task and situation (SL.K–1.6). CA ELD standards focused on ELs learning a variety of discourse practices in order to contribute effectively to the conversations (ELD.PI.K–1.1). In transitional kindergarten through grade one, all children had many experiences communicating their thoughts, opinions, and knowledge to diverse partners, and instruction included attending to and responding and building on the thoughts of others.

In grades two and three, children continue to build skill in discussion and to apply their skills to grade-level topics and texts. Among the discussion skills new to the grades two and three span are the following:

- Gaining the floor in respectful ways during discussions (SL.2–3.1)
- Coming to discussions prepared in grade three (SL.3.1)
- Staying on topic in grade three (SL.3.1)
- Recounting or describing key ideas (grade two) and the main ideas and supporting details (grade three) from a text read aloud or information presented in diverse media (SL.2–3.2)

The CA ELD Standards amplify this focus on discussion, and collaborative conversations—about content and about language—permeate both Parts I and II. Much of second language development occurs through productive and extended collaborative discourse about topics that are worthy of discussion. The CA ELD Standards call for ELs to contribute meaningfully in collaborative discussions in a variety of settings (e.g., whole class, small group, partner), including sustained and extended dialogue (ELD.PI.2–3.1). When engaged in conversations with others, ELs offer opinions and negotiate with others using particular language moves (e.g., "I agree with . . . , but . . ."; "That's a good idea, but . . .") (ELD.PI.2–3.3), and they learn to shift registers, adjusting and adapting their language choices according to purpose, task, and audience (ELD.PI.2–3.4).

The CA ELD Standards amplify this focus on discussion, and collaborative conversations—about content and about language—permeate both Parts I and II. Much of second language development occurs through productive and extended collaborative discourse about topics that are worthy of discussion.

Frequent, daily verbal interaction is critical for all learners to develop communicative competence and for ELs to progress along the ELD continuum. Through collaborative discussions with peers about academic content, students learn to convey information, exchange ideas, and support their opinions with evidence. Each of these verbal communicative acts serves to support children's abilities

to effectively engage in collaborative conversations about academic content and build their content understandings. Discussions about texts and topics also serve as a bridge to writing.

Because discussion is so critical to the development of both content understandings and academic language, collaborative conversations should occur across the curricula and throughout the day.

It is crucial that teachers provide environments that are physically conducive to discussion and psychologically safe for participants. Norms are established with the children and closely maintained, and structures are employed that ensure equity of participation. Furthermore, children are encouraged to join the conversation, and teachers convey a clear message that discussions are opportunities to explore one's ideas and hear those of others, and that developing—and even changing—ideas and opinions during an academic conversation is normal (and sometimes even expected).

A research panel (Shanahan, and others 2010, 23–28) concluded that four factors contribute to the success of young children's discussion of text and recommends that teachers:

- Ensure that texts are compelling enough to spark discussion; in other words, the topic should be interesting to the children and the discussion should be worth having
- Prepare higher-order questions that prompt children to think more deeply about the text
- Ask follow-up questions to encourage and facilitate the discussion
- Provide opportunities, with ample scaffolding, for children to engage in peer-led discussions

These recommendations apply to all genres of text as well as other learning experiences. Because discussion is so critical to the development of both content understandings and academic language, collaborative conversations should occur across the curricula and throughout the day.

Presenting

As noted elsewhere in this framework (see chapters 1 and 2 of this *ELA/ELD Framework*), students not only learn to engage productively in discussions throughout the years of schooling, they learn to present information and ideas effectively. In the transitional kindergarten through grade one span, children learned to express ideas and feelings clearly as they described people, places, things, and events with relevant details (SL.K–1.3). They added drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings, and they produced complete sentences as appropriate (SL.K–1, Standards 4–5). They memorized and recited poems, rhymes, and songs with expression (SL.K–1.3). Among the presentation skills new to grades two and three are the following:

- Telling a story or recounting an experience with appropriate facts and relevant, descriptive details (SL.2–3.4)
- Planning and delivering a detailed, logically sequenced narrative presentation in grade two and a well-organized informative/explanatory presentation in grade three (SL.2–3.4a)
- Creating audio recordings of stories or poems (SL.2–3.5)

Children learn to use more formal registers as they plan and deliver presentations. In the second- through third-grade span, they have many opportunities to present information and ideas to their peers and other audiences on a range of topics and in a variety of content areas. Children also employ technology appropriately and effectively, such as when they create recordings of text (SL.2–3.5). Recorded presentations may be shared with audiences beyond the school.

For ELs in particular, but indeed for all children, using English in a variety of ways and across a range of content areas (including science and social studies) is critical for full academic English language development. Presenting provides an opportunity for children to slow down and take the

time to organize their ideas and prepare the language they will use in their presentations. Both of these tasks (organizing thoughts and planning for language use) support language development. In addition, engaging children in readers' theater and skits, choral readings of poems and chants, and singing songs that contain sophisticated language are not only creative and motivating, they are ideal for developing new ways of using English. Other tasks, such as face-to-face or audio recorded book talks, oral presentations using video, and other creative ways of using multimedia promote language development and engagement with school learning.

For ELs in particular, but indeed for all children, using English in a variety of ways and across a range of content areas (including science and social studies) is critical for full academic English language development.

Using Language Conventions

Contributing to effective expression is students' command over language conventions, such as grammar and usage in writing and speaking (L.2–3.1) and capitalization, punctuation, and spelling in writing (L.2–3.2). Conventions are taught explicitly and are applied in the contexts of meaningful spoken and written communication.

In the transitional kindergarten through first grade span, children learned the skills identified in figure 4.7, yet these skills likely will need attention during grades two and three to maintain. See chapter 3 of this *ELA/ELA Framework* for definitions and details.

Figure 4.7. Language Conventions Learned in Prior Grades and Maintained in the Second- and Third-Grade Span

Language Standard 1 (conventional grammar and usage in speaking and writing)	Language Standard 2 (conventional capitalization, punctuation, and spelling in writing)
a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns. e. Use verbs to convey a sense of past, present, and future. f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions. h. Use determiners. i. Use frequently occurring prepositions. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Language conventions related to grammar, capitalization, and punctuation learned during the second- and third-grade span are discussed in the grade-level sections of this chapter. A brief overview of spelling follows this section.

Part II of the CA ELD Standards: "Learning About How English Works" identifies the language resources EL children need to develop to be successful in school tasks. In keeping with the spirit and intent of the CA ELD Standards, grammar instruction is contextualized within intellectually-rich and engaging instruction, and the content of Part II of the CA ELD Standards is taught in tandem with that of Part I. Furthermore, all language instruction for ELs builds into and from content instruction (e.g., highlighting for children particular grammatical structures or vocabulary in the texts they are reading, listening to, or writing themselves).

Spelling. Among the language conventions that contribute to effective expression is spelling. Learning to spell is a developmental process (Cramer 1998; Henderson 2000; Bear, Invernizzi, Templeton, and Johnston 2012). In general, learners progress from representing language with random marks and arbitrary letter-like symbols to using knowledge of letter-sound correspondences to incorporating knowledge of patterns and, ultimately, to drawing on knowledge of morphology (meaning units). Figure 4.8 briefly displays this progression.

Among the language conventions that contribute to effective expression is spelling. Learning to spell is a developmental process.

Spelling knowledge is developed across several strands of the CA CCSS for ELA/Literacy; these are identified in the figure. Most directly related to spelling development are the standards in the Language strand that specifically address spelling. For example, L.K.2 is "Spell simple words phonetically, drawing on knowledge of sound-letter relationships." Spelling-specific standards are identified with **SP** in the figure.

Also related are several decoding standards in the Reading strand. For example, RF.1.3c is "Know the spelling-sound correspondences for common consonant digraphs" and RF.4–5.3a reads "Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context." The intent is that children achieve these standards in order to decode. However, the knowledge gained by achieving these standards has implications for encoding as well. Decoding standards related to spelling are noted with **DC** in the figure.

An additional set of standards connected to spelling are the language standards related to vocabulary, specifically those that target inflectional endings, affixes, and Greek and Latin roots. For example, L.3.4d states "Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*)" and L.5.4b is "Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*)." Vocabulary standards related to spelling are identified with **V** in the figure. Although the related standards may be taught at different grade levels, teachers should capitalize on the contributions each set makes to the others.

Assessment of spelling should be ongoing. Teachers examine children's written drafts and observe their spelling attempts in action. This information serves to inform in-the-moment and subsequent instruction. Teachers in the grades two and three span are likely to have in their classrooms children at a range of stages of spelling development. They should be prepared to offer differentiated instruction that advances all children, neither frustrating nor boring any child.

It is important that spelling not be treated simply as an act of memorization, although irregularly spelled words will need to be memorized. Spelling is a developmental process whereby children—with appropriate instruction that includes ample opportunities to explore, examine, and use printed language—build insights into principles that govern English orthography.

Figure 4.8. Stages of Spelling Development (SP- Spelling; DC- Decoding; V- Vocabulary)

Stage*	Abbreviated Description	Examples	Typical Grade Span	Related CCSS for ELA/ Literacy
Prephonetic (Emergent)	Children make marks to communicate ideas. Those marks may include letters of the alphabet, but the letters used have little, if any, relationship to the sounds.	NPXXA O	Transitional kindergarten (or earlier) through grade 1	
Phonetic (Letter Name-Alphabetic)	Children begin to use letters to represent sounds. Invented spellings are common.	brd I lk skr.	Kindergarten through grade 2	**SP**: L.K.2c, d **DC**: RF.K.3a, b; RF.1.3b
Patterns Within Words (Within Word)	Children move from using one-to-one letter-sound correspondences to using spelling-sound patterns, such as digraphs and long vowel spellings, in single-syllable words.	she rain, cake I can skate.	Grades 1 through 4	**SP**: L.1–2.2d **DC**: RF.1.3a, c; RF.2.3b
Syllable Juncture (Syllables and Affixes)	Students begin to accurately spell words containing more than one syllable. They apply what they learn about doubling, dropping, or changing letters at syllable junctures and the addition of inflectional endings and affixes.	hop → hopping love → loving easy → easiest happy → happiness	Grades 3 through 8	**SP**: L.3.2e, f **DC**: RF.1.3e, f; RF.2.3c, d; RF.4–5.3a **V**: L.K–3.4b; L.1.4c
Meaning Derivation (Derivational Relations)	Students begin to draw on their knowledge of morphology to accurately spell words. They are consistent in their spelling of Greek and Latin roots and they maintain spellings based on meaning even when the sounds change.	chronic, chronicle, synchronize photograph, photographer please, pleasant favor, favorite	Grades 4 and up	**DC**: RF.3.3a–c; RF.4–5.3a **V**: L.4–5.4b; L.2–3.4c

*The names of stages vary. Here they are drawn from Cramer 1998 and Henderson 2000, and, in parentheses, Bear, and others 2012.

Content Knowledge

Content knowledge (other than ELA/literacy and ELD) is largely the purview of other frameworks published by the California Department of Education (http://www.cde.ca.gov/). However, given the powerful relationship between content knowledge and literacy and language development, and calls for the integration of ELA/literacy and ELD throughout the curricula, discussions of content knowledge are included throughout this *ELA/ELD Framework.*

As noted in chapter 2, research indicates that content knowledge plays a significant role in comprehension. Therefore, it is crucial that content instruction (including, but not limited to, science, history–social science, mathematics, and the arts) is given significant attention throughout the years of schooling. And, given the role that language and literacy play in the acquisition of content knowledge, it is critical that content instruction include attention to the language arts. In short, as noted in previous chapters:

- Content area curricula should be given adequate time in the schedule, and all students should have full access to content instruction.
- Content area instruction should include attention to literacy and language development in the subject matter (complementing and contributing to content instruction, not replacing inquiry and other content approaches).

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

Wide Reading

There are many reasons for ensuring that children engage in wide reading. Chief among these are wide reading leads to children becoming broadly literate and discovering that texts are interesting, informative, exciting, and worth reading. (See the introduction and chapter 2 of this *ELA/ELD Framework*.) In terms of the key theme of content knowledge, it is important to note that wide reading plays a sizeable role in knowledge acquisition. Extensive reading exposes children to new ideas and information, as well as new ways of presenting ideas and information; different genres make use of different types of text features and discourse structures. (See chapters 6 and 7 of this *ELA/ELD Framework* for discussions of disciplinary literacy.) Text sets related to content that children are learning in science, social science, and other curricular areas, are especially valuable because they provide repeated exposure to concepts and key words and phrases, thus increasing the likelihood that knowledge and the accompanying academic vocabulary are acquired.

There are many reasons for ensuring that children engage in wide reading. Chief among these are wide reading leads to children becoming broadly literate and discovering that texts are interesting, informative, exciting, and worth reading.

Children should have ample opportunities daily to read both informational and literary texts of their choice at their reading level (and even below or above their reading level, if they so choose). Teachers should establish an independent reading program, so they can monitor the types of books students choose and offer suggestions that attend to their students' interests, related content, and reading development needs—and that expand students' interests, expose them to new content, and advance their skills. (See chapter 2 of this *ELA/ELD Framework* for a discussion of wide and independent reading.)

Engaging with Informational Text

During the elementary years, about half of the texts children engage with (including those read aloud by teachers) are informational texts. Informational texts introduce children to different organizational structures (such as description, explanation, or argument and cause/effect or sequence of events) and text features (such as glossaries and headings or graphs and other visuals) in addition to new concepts and the language that represents those concepts and conveys relationships among them. Teachers thoughtfully use informational texts in a coherent program so that students build their content knowledge and experience multiple exposures to concepts and vocabulary. In other words, informational texts are thoughtfully selected to support students' incremental development of deep content understandings. Texts are shared during read-aloud time, used in literacy instruction, employed during content instruction, and made available for independent reading. Texts on a wide variety of topics are available for independent reading as personal interests are stimulated and expanded by interactions with texts of many kinds.

Informational texts introduce children to different organizational structures (such as description, explanation, or argument and cause/effect or sequence of events) and text features (such as glossaries and headings or graphs and other visuals) in addition to new concepts and the language that represents those concepts and conveys relationships among them.

In the transitional through grade one span, children had many opportunities to actively engage with informational text in group reading activities and, with prompting and support in grade one, to read appropriately complex informational text. In both cases, they drew on relevant prior knowledge and used illustrations and context to make predictions about the text (RI.K–1.10). They also learned to ask and answer questions about key details in the text (RI.K–1.1); identify the main topic and retell key details (RI.K–1.2); and describe the connections between two individuals, events, ideas, or pieces of information (RI.K–1.3).They learned to use various text structures to locate key facts or information in a text (RI.K–1.5). In addition, they learned to name the author and illustrator of a text (in kindergarten) and to distinguish between information provided by pictures or other illustrations and information provided by the words in a text (in grade one) (RI.K–1.6), as well as to use the illustrations and key details in a text to describe key ideas (RI.K–1.7). They learned to identify the reasons an author gives to support points in a text (RI.K–1.8) and identify basic similarities in and differences between two texts on the same topic (RI.K–1.9).

Prior to the grades two and three span, children also learned to write informative/explanatory texts in which they name a topic, supply some facts, and provide some sense of closure (W.K–1.2).

New to the grades two and three span in terms of engagement with informational text are the following:

- Identifying the main topic of a multi-paragraph informational text as well as the focus of specific paragraphs within the text (RI.2.2) and, in grade three, recounting the key details and explaining how they support the main idea (RI.3.2)
- Describing the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text (RI.2–3.3)

. . . informational texts are thoughtfully selected to support students' incremental development of deep content understandings. Texts are shared during read-aloud time, used in literacy instruction, employed during content instruction, and made available for independent reading.

- Knowing and using captions, bold print, subheadings, and indexes and, in grade three, using search tools (e.g., key words, side bars, hyperlinks) to locate information (RI.2–3.5)
- Identifying the main purpose of a text (in grade two) and distinguishing their own point of view from that of the author (in grade three) (RI.2–3.6)
- Explaining how specific images contribute to and clarify a text (in grade two) and use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (in grade three) (RI.2–3.7)
- Describing how reasons support specific points the author makes in a text (in grade two) and describing the logical connection between particular sentences and paragraphs in a text (in grade three) (RI.2–3.8)
- Comparing and contrasting the most important points (in grade two) and key details (in grade three) presented in two texts on the same topic (RI.2–3.9)
- Comprehending informational texts at the high end of the grades 2–3 complexity band with support (in grade two) or independently and proficiently (in grade 3) by the end of the year (RI.2–3.10)
- Writing informative/explanatory texts in which they introduce a topic (grouping information and using illustrations in grade three), using facts and definitions (and details in grade three) to develop points, using linking words and phrases for cohesion (in grade three), and providing a concluding statement or section (W.2–3.2)
- Producing writing in which the development and organization are appropriate to the task and purpose, with guidance and support (W.2–3.4)

Figure 4.9, from the NGA/CCSSO (2010, 33) provides a sample set of texts appropriate for grades two and three that may be used to build knowledge of the human body. Figure 4.10 provides suggestions for other topics. The California Department of Education provides a database (http://www3.cde.ca.gov/reclitlist/search.aspx)—searchable by, among other things, discipline, grade span, and language—of recommended literature for students in preschool through grade twelve.

Figure 4.9. Texts to Build Knowledge on the Human Body

Digestive and excretory systems
What Happens to a Hamburger by Paul Showers (1985)
The Digestive System by Christine Taylor-Butler (2008)
The Digestive System by Rebecca L. Johnson (2006)
The Digestive System by Kristin Petrie (2007)
Taking care of your body: **Healthy eating and nutrition**
Good Enough to Eat by Lizzy Rockwell (1999)
Showdown at the Food Pyramid by Rex Barron (2004)
Muscular, skeletal, and nervous systems
The Mighty Muscular and Skeletal Systems Crabtree Publishing (2009)
Muscles by Seymour Simon (1998)
Bones by Seymour Simon (1998)
The Astounding Nervous System Crabtree Publishing (2009)
The Nervous System by Joelle Riley (2004)

Figure 4.10. Texts to Build Knowledge on Topics in Science

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

Engaging in Research

Opportunities to engage in research during the first years of schooling contribute to children's content knowledge, as well as to their enthusiasm for pursuing knowledge. Students explore topics that interest them, and they engage in research related to hands-on science investigations, social studies topics, and all curricular areas.

In the transitional kindergarten through grade one span, children engaged in shared research projects. With guidance and support from adults, they learned to recall information from experiences or gather information from provided sources to answer a question (W.K–1, Standards 7–8).

Students continue to develop their abilities to engage in research in the grades two and three span, becoming more independent. New to the span are the following:

- Conducting short research projects that build knowledge about a topic in grade three (W.3.7)
- Recalling information from experiences or gather information from provided sources to answer a question in grade two, including print and digital sources in grade three (W.2.8)
- Taking brief notes on sources and sorting evidence into provided categories in grade three (W.3.8)

Research projects may be completed in the course of a few hours or over an extended time frame, which includes time for research, reflection, and revision (W.2–3.10). Research provides an authentic opportunity for integration of the language arts with one another as students read, write,

and discuss the topic of interest, as well as the integration of the language arts with content learning. Furthermore, engaging in research projects fosters motivation, especially when students have choices about the topics they pursue. Collaborative research projects promote language and content knowledge development as children communicate their new and existing knowledge and relevant experiences to one another. When children undertake collaborative research projects, speaking and listening standards from the CA CCSS for ELA/Literacy are addressed (SL.2–3.1, especially, and depending upon whether students prepare presentations of their findings, SL.2–3.4), and the collaborative, interpretive, and productive skills outlined in the CA ELD Standards are richly enacted.

Foundational Skills

Foundational skills continue to be systematically taught during the span and beyond. As noted previously, learning the foundational skills is not an end in itself; rather, the skills are necessary and important components of an effective, comprehensive language arts program designed to develop independent and proficient readers who have the capacity to interact meaningfully with texts across a range of types and disciplines.

During the second- and third-grade span, children progress in their understanding and use of the code. They learn to read multisyllabic words and words with complex spelling patterns, and they dramatically increase the number of high-frequency irregularly spelled words they recognize effortlessly. The development of fluency with printed language is also given significant attention. An overview of the foundational skills in grades two and three is presented here. Grade-level specific guidance is provided in the grade-level sections.

Phonics and Word Recognition

As noted in chapter 3 (the transitional kindergarten through grade one span), systematic attention should be devoted to ensuring that children acquire an understanding of and proficiency with the English alphabetic system during the first years of schooling. Children who understand the code quickly have more access to the information found in and the pleasures derived from engagement with texts. Their language expands, their fluency develops, and their knowledge of texts and the world broadens and deepens (Brady 2012). These gains, in turn, support more advances in literacy. In short, the act of reading launches children onto an upward spiral of achievement (Cunningham and Stanovich 1998), a trajectory toward achieving the ultimate goals of ELA/literacy and ELD instruction outlined in the introduction and chapter 2 of this *ELA/ELD Framework*: Students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the global and technological age of the 21st century. Progress in each grade span contributes to achievement of these goals.

. . . systematic attention should be devoted to ensuring that children acquire an understanding of and proficiency with the English alphabetic system during the first years of schooling. Children who understand the code quickly have more access to the information found in and the pleasures derived from engagement with texts.

During transitional kindergarten, kindergarten, and grade one, children were taught the skills that enabled them to independently engage with simple texts. Specifically, children acquired phonemic awareness and learned the alphabetic principle. They employed their expanding knowledge of the code with decodable text initially and eventually with

less-controlled text. The amount of time spent with decodable text in grade one varied by child. Some children needed more time to practice their decoding skills with controlled text than others. What continues to be vital in grades two and three is that children have sufficient opportunity to apply and practice their skills with materials that reflect what they are learning about written language. What is equally vital is that children are not limited to interactions with decodable text if they are able to read less-controlled text.

What continues to be vital in grades two and three is that children have sufficient opportunity to apply and practice their skills with materials that reflect what they are learning about written language. What is equally vital is that children are not limited to interactions with decodable text if they are able to read less-controlled text.

Early in the year in both grades two and three, teachers assess the extent to which children grasp the fundamentals of the code and have developed automaticity with basic decoding. They also observe children closely during instruction on an ongoing basis and adjust and pace instruction accordingly. They know that students vary in their skills and so the starting point and the pace of instruction will vary. Some students will enter the grade with considerable skill and continue to advance quickly. They are provided appropriately challenging instruction. Others will have a different starting point and may need more slowly paced instruction. In some cases, additional instruction will need to be provided that addresses the prerequisite knowledge and skills for achievement of the standards for this grade span. Children who are experiencing difficulty or making slow progress are closely monitored and direct, intensive instruction and additional practice is given, as needed. The goal is to facilitate all students' progress as swiftly as reasonable for the individual so that all students meet or exceed grade-level standards and no student falls further behind. The support of specialists may be required. At the same time, teachers work to ensure that all children are motivated to learn. They do so, in part, by providing texts and tasks that are interesting and within reach while also being sufficiently challenging.

In grades two and three, children are taught to read multisyllabic words and words with increasingly complex letter combinations. They recognize and learn the meaning of common prefixes and suffixes. They learn that the English written system, though complicated, is largely logical.

Instruction in phonics and word recognition during this span includes

- Ensuring that students know the sounds of the individual letters prior to introducing larger orthographic units (or in the case of childr who use a visual language, know the range of Americ Sign Language handshapes prior to introducing larg orthographic units in American Sign Language Engli)
- Teaching advanced phonic-analysis skills explicitly
- Providing initial practice in controlled contexts, such as word lists and decodable texts and other reading materials, in which students can apply newly learned skills successfully
- Providing support as children apply their knowledge to new, less-consistent, contexts, such as trade books

In grades two and three, children are taught to read multisyllabic words and words with increasingly complex letter combinations. They recognize and learn the meaning of common prefixes and suffixes.

Spelling instruction complements and supports decoding because both spelling and decoding rely on much of the same underlying knowledge (Joshi, and others 2008-09, Moats 2005-06). In the transitional kindergarten through grade one span, children developed phonemic awareness and

learned to associate graphemes (letters and letter combinations) with sounds. Their spelling was primarily a representation of transparent phoneme-grapheme relationships. (See the discussion of spelling presented previously in this chapter.) During grades two and three, children gain more insights into the logic of the English written system, including learning syllable patterns (which they began to learn in grade one). The six syllable patterns in English described by Moats (2000) are presented in figure 4.11.

Figure 4.11. English Syllable Types

Syllable Type	Definition	Example
Closed	A syllable ending in a consonant (generally signals a short vowel sound)	hot pic-nic
Open	A syllable ending in a vowel (generally signals a long vowel sound)	go e-ven in-for-ma-tion
Vowel-C-e	A syllable containing a vowel followed by a consonant and an e (generally signals the e is silent and the preceding vowel is long)	ride late com-plete
Vowel Team	A syllable containing two to four letters representing a single vowel sound (may represent a long, short, or diphthong vowel sound)	rain ouch through-out
Vowel-r	A syllable in which the vowel is followed by an r (generally signals that the vowel sound is dominated by the /r/ sound)	her per-fect fur-ther
Consonant-le	A final syllable ending in a consonant, the letters le (allows the reader to identify whether the preceding syllable is open or closed, and therefore whether the vowel is more likely to be long or short)	ta-ble (preceding syllable is open) bu-gle (preceding syllable is open) can-dle (preceding syllable is closed) ap-ple (preceding syllable is closed)

Instruction in phonics and word recognition coincides with instruction in other strands and domains of ELA/literacy, including fluency, writing, and vocabulary. In other words, teachers ensure that students understand that among the purposes of instruction in phonics and word recognition are fluent reading, effective writing, and vocabulary learning; phonics and word recognition are not ends in themselves. (Note: This type of sound-based instruction is not applicable to most students who are deaf and hard of hearing.)

Phonics and word recognition instruction for ELs is differentiated based on students' prior literacy experiences, similarities between their primary language and English, and their oral proficiency in

English. Students are carefully assessed in English, and their primary language when possible, to determine the most appropriate sequence of instruction. Decoding skills that students have developed in their primary language can be transferred to English (August and Shanahan 2006; Bialystok 1997; Lindholm-Leary and Genesee 2010) with appropriate instruction in the similarities and differences between the students' and the English writing system. Instruction is accelerated when time is not devoted to re-teaching already learned skills.

Attention to oral language is important, and teachers ensure that children know the meanings of the words they are learning to decode. Pronunciation differences due to influences from the primary language, home dialect of English (e.g., African American English), or regional accent do not necessarily indicate a difficulty with decoding and should not automatically be interpreted as such.

Attention to oral language is important, and teachers ensure that children know the meanings of the words they are learning to decode. Pronunciation differences due to influences from the primary language, home dialect of English (e.g., African American English), or regional accent do not necessarily indicate a difficulty with decoding and should not automatically be interpreted as such. In addition, although pronunciation is important, overcorrecting it can lead to self-consciousness and inhibit learning. Rather, teachers should check for students' comprehension of what they are reading, respectfully model how words are pronounced in standard English, and point out differences between pronunciations of different dialects of English. (For additional information on different dialects of English, see chapter 9 of this *ELA/ELD Framework*.)

Teachers of EL children enrolled in an alternative bilingual program (e.g., dual immersion, two-way immersion, developmental bilingual) use the CA CCSS for ELA/Literacy and the CA ELD Standards in tandem with the CCSS-aligned primary language standards to guide the development of students' foundational literacy skills in both the primary language and English. Teaching foundational skills in two languages requires careful coordination. See the section on foundational skills for English learners and the grade-level sections in this chapter for additional recommendations.

Fluency

The development of fluency is a major goal during this grade span. Fluency involves accuracy, appropriate rate (which demands automaticity), and prosody (expression, which includes rhythm, phrasing, and intonation). Children need sufficient instruction in phonics and word recognition to develop their ability to quickly access printed words. They also need excellent models of fluent reading, such as when the teacher reads aloud. And, most important, they need many opportunities to engage in activities such as choral reading, partner reading, repeated reading, and—especially—independent reading of a wide range of texts that are "not too hard, not too easy" (Moats 1998, 3). The grade-level sections in this chapter discuss fluency instruction.

Teachers of all grades need to keep in mind the primary purpose of developing children's fluency with text: Fluency supports comprehension.

Teachers of all grades need to keep in mind the primary purpose of developing children's fluency with text: Fluency supports comprehension. Children who are fluent with print have the mental resources available to attend to meaning making. Standard 4 (RF.K–5.4) of the Reading Foundational Skills in the CA CCSS for ELA/Literacy makes this purpose clear: Read with sufficient accuracy and fluency *to support comprehension* (italics added). The focus on comprehension is also clear as children use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills for English Learners

The CA CCSS for ELA/Literacy foundational skills reading standards are the same for all students, including ELs. However, the way foundational skills are taught to ELs and how quickly the children can be expected to acquire the skills and use them for independent higher-level reading and writing tasks depend on a variety of factors, including their age and previous oral and written literacy experiences in their primary language and/or in English. Teachers need to take these factors into consideration when teaching the standards and supporting EL children in grades two and three to develop English foundational literacy skills in an accelerated time frame. In particular, the curriculum needs to be flexible, so it can address the different profiles of EL students in grades two and three. Figure 4.12 provides general guidance on teaching foundational skills to EL children with different learning needs. This general guidance should be combined with other information teachers have gathered about their EL students in order to provide appropriate foundational skills instruction.

Figure 4.12. Foundational Literacy Skills for ELs in Grades Two and Three*

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/ Literacy Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	**Phonological Awareness** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K–1.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	Review of **Phonological Awareness** skills as needed.
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	**Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. RF.K–1.1 **Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K–3.3 **Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. RF.2–3.4
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables, or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/ Literacy Reading Standards: Foundational Skills
Print Skills (cont.)	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts and phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K–3.3 **Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. RF.2–3.4
* Teachers may need to refer to the kindergarten or grade one CA CCSS for ELA/Literacy Reading Standards for Foundational Skills, depending on individual student learning needs.			

Supporting Students Strategically

Students enter the grade span with widely ranging skills. Some enter having achieved the standards of the prior grades. . . . These students are ready for the challenges of the second- and third-grade curricula.

Students enter the grade span with widely ranging skills. Some enter having achieved the standards of the prior grades. They can meaningfully engage with grade-level (or above) texts that are read aloud to them. They express themselves effectively in discussions, using grade-level (or above) vocabulary, syntax, and discourse practices. They demonstrate grade-level (or above) content knowledge as a result of having participated in rich subject matter instruction (e.g., science, history–social science, visual and performing arts, health, mathematics) and having been exposed to a wide range of topics through texts and other media. And, they have acquired sufficient skill with the alphabetic code, so they can independently read and produce grade-level (or above) texts. These students are ready for the challenges of the second- and third-grade curricula. Other students, however, enter the grade span without having experienced the same successes as their peers for a variety of reasons. They require instruction that addresses a few or perhaps many of the standards of the prior years. Teachers and schools strategically support their progress, skillfully and sensitively identifying their needs and accelerating their learning so that they attain the standards of the new grade span and are ready for the challenges of the subsequent years.

Support for all children, and especially those experiencing difficulties, is multi-layered. Teachers collaborate with their grade-level colleagues and with colleagues across grade levels to discuss the progress of students. They review summative assessment data from the prior years and, importantly, they engage in formative assessment, which informs instruction in the moment and for the days and weeks ahead (see chapter 8 of this *ELA/ELD Framework*). They employ the principles of Universal Design for Learning (see chapter 9) to develop lessons that are accessible to the range of learners, and they differentiate instruction to address the unique constellation of skills that each child brings to the setting. They scaffold. They use different grouping strategies. They work closely with specialists, as necessary, and they leverage the school's resources to maximally serve every student.

Of special importance during this span is the consolidation of the skills that allow students to accurately and relatively effortlessly access and produce printed language. Teachers give considerable attention to building students' prowess in decoding and encoding. . .

Each student's progress in of all of the five key themes of instruction is carefully monitored to ensure that children advance in Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. Instruction is targeted and, depending upon the extent of the needs, intensive.

Of special importance during this span is the consolidation of the skills that allow students to accurately and relatively effortlessly access and produce printed language. Teachers give considerable attention to building students' prowess in decoding and encoding (without neglecting the other key themes of instruction). They coordinate instruction in spelling, phonemic awareness (as needed), decoding, word recognition, and printing (and in grade three, cursive) because these skills are interdependent and mutually supportive. Like their colleagues in the transitional kindergarten through grade one span, teachers make accuracy in decoding a high priority, and they ensure that students have ample opportunities to practice newly acquired skills in authentic contexts. In this span, they also prioritize students' automaticity with print, knowing that the ability to quickly access and produce written text is crucial.

The following research findings are relevant for helping students in the grade span who are experiencing difficulty with foundational skills:

- Demonstration of the alphabetic principle (that is, linking phonemic awareness with letter-sound correspondences) supports spelling and decoding. (O'Connor 2011)
- Students who lack phonemic awareness should be provided short, focused lessons on blending and segmenting spoken words, along with representing sounds with letters. (O'Connor 2011)
- Spelling interventions should be targeted and conducted with small groups. Depending upon the individual students, instruction should focus on the alphabetic principle and, as children progress, on morphological awareness (that is, spelling common affixes, such as inflectional endings). Spelling instruction should be coordinated with decoding instruction. (Gerber and Richards-Tutor 2011)
- Fluency interventions that focus on repeated reading of text, opportunities to practice reading in the classroom, and reading a range of texts generally improve students' fluency and comprehension. (Connor, and others 2014)
- Goal setting and corrective feedback are effective in increasing reading rate and accuracy among students experiencing difficulty with fluency (Hudson 2011). Reading aloud to a skilled listener more effectively develops students' fluency than silent reading. (O'Connor 2007)
- Using relatively easy texts for repeated reading leads to higher gains in fluency than using texts that are difficult for the reader, unless an adult is present to assist. (Hudson 2011)
- Reading texts that focus on the same theme result in increases in reading rate and accuracy. An overlap of words appears to facilitate transfer to unpracticed text. (Hudson 2011)

Spelling interventions should be targeted and conducted with small groups. Depending upon the individual students, instruction should focus on the alphabetic principle and, as children progress, on morphological awareness (that is, spelling common affixes, such as inflectional endings). Spelling instruction should be coordinated with decoding instruction.

- Students experiencing difficulty tend to read less, which results in less of the practice that is needed to build fluency. Motivation to read, therefore, needs to be addressed. (Hudson 2011)
- Children who have difficulty reading words often fail to attend to the vowel and letter combinations; explicit attention is essential. (O'Connor 2007)

English Language Development in the Grade Span

The key content and instructional practices described in previous sections of this chapter are important for all children, but they are critical for EL children as they develop academic English and deep content knowledge. Teachers of ELs need to understand not only the core content and instructional practices in grades two and three but also how to identify and address the particular language and academic learning strengths and needs of their EL students. In order to support the simultaneous development of both English and content knowledge, teachers need to consider how EL children learn English as an additional language, how to meet these needs throughout the day during ELA and other content instruction (through integrated ELD), and how to focus on these needs strategically during a time specifically designated for this purpose (through designated ELD).

Teachers of ELs need to understand not only the core content and instructional practices in grades two and three but also how to identify and address the particular language and academic learning strengths and needs of their EL students.

The CA ELD Standards serve as a guide for teachers to design both integrated ELD and designated ELD. They highlight and amplify the language in the CA CCSS for ELA/Literacy that is critical for children in grades two and three to develop in order to maintain a steady academic and linguistic trajectory. They set goals and expectations for how EL children at various levels of English language proficiency interact with content and use English in meaningful ways while they continue to develop English as an additional language. These expectations help teachers target their ELs' instructional needs during planning, observe student progress during instruction, and evaluate progress after instruction has occurred.

Integrated and Designated English Language Development

Integrated ELD refers to ELD throughout the day and across the disciplines for all ELs. In integrated ELD, the CA ELD Standards are used in ELA and all other disciplines along with the CA CCSS for ELA/Literacy and other content standards to support ELs' linguistic and academic progress. Throughout the school day, ELs in grades two and three engage in activities where they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through rich and interactive experiences that are provided through English, they develop English, and they build confidence and proficiency in demonstrating their content knowledge through oral presentations, writing, collaborative conversations, and multimedia projects. In addition, as students are supported to develop *language awareness*, or how English works in different situations, they gain an understanding of how language is a complex, dynamic, and social resource for making meaning. Through intellectually-

Through rich and interactive experiences that are provided through English, they [ELs] develop English, and they build confidence and proficiency in demonstrating their content knowledge through oral presentations, writing, collaborative conversations, and multimedia projects.

rich activities that occur across the disciplines, ELs develop proficiency in understanding and using advanced levels of English and in shifting registers based on discipline, topic, task, purpose, audience, and text type.

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

A logical scope and sequence for English language development is aligned with the texts used and tasks implemented in ELA and other content instruction.

Designated ELD is also an opportunity to amplify the language ELs need to develop in order to be successful in school and to augment instruction to meet the particular language learning needs of ELs at different English language proficiency levels. Examples of designated ELD that builds into and from content instruction are provided in brief snapshots in the grade-level sections. Lengthier vignettes illustrating ELA/literacy with integrated ELD and aligned designated ELD instruction also are provided in the grade-level sections. (For a lengthier discussion of integrated and designated English language development, see chapter 2 of this *ELA/ELD Framework*.)

Grade Two

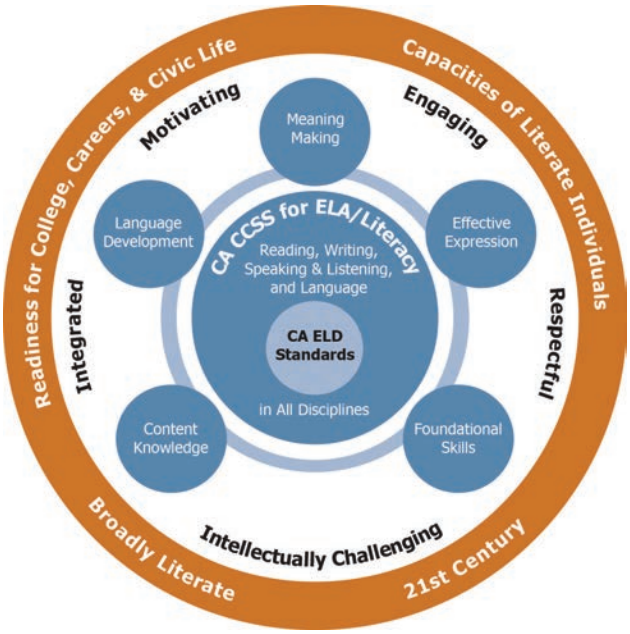
Grade two is an exciting year as children increasingly gain independence with written English and use their knowledge of the code and of language in general to achieve their own purposes. They engage with progressively more complex high-quality literary and informational text, expand their knowledge in the content areas, and continue to develop as effective communicators. Their vocabularies increase considerably as does their knowledge of text organization, grammatical structures, and language conventions. They work toward achievement of the grade-two CA CCSS for ELA/literacy throughout the day and across the curricula.

This grade-level section provides an overview of key themes of ELA/literacy and ELD instruction in grade two. It offers guidance for ensuring that ELs have access to ELA and content instruction, including integrated and designated ELD. Snapshots and vignettes bring several of the concepts to life.

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

ELA/literacy and ELD instruction focuses on the key themes of **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills** (see figure 4.13). Instruction should be age-appropriate, carefully sequenced, and responsive to children's needs. Excellent first instruction is of paramount importance. Additional instructional support—sometimes specialized—is provided swiftly when needed; just as appropriately tailored learning opportunities are provided to children who demonstrate advanced understandings. All instruction occurs within the context of a motivating, engaging, and respectful environment that is intellectually stimulating and that integrates the strands of the language arts and integrates the language arts with other subject matter. Furthermore, instruction is sensitive to the social, emotional, physical, linguistic, and cognitive needs of young children as it conveys the delight and empowerment that accompanies literacy and language development.

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



Meaning Making

Children in grade two demonstrate increasing independence in gaining meaning from texts they read on their own and from the texts they hear read aloud.

Literary and informational texts are selected in response to children's interests and, importantly, in alignment with other areas of the curricula. In terms of content knowledge building, the curricular themes/topics addressed in some of the content areas in grade two include the following:

- Social Studies Content for Grade Two, People Who Make a Difference: Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system. (California's History–Social Science Content Standards)
- Science for Grade Two: Students focus on Disciplinary Core Ideas, including ecosystems: interactions, energy, and dynamics; biological evolution: unity and diversity; earth's place in the universe; earth's systems; matter and its interactions; and engineering design; and Topics, including earth's systems: processes that shape the earth; structure and properties of matter; and engineering design. (California's Next Generation Science Standards)
- Visual and Performing Arts for Grade Two: Students learn about and engage in dance, music, theatre, and the visual arts, including historical and cultural contexts. (California's Visual and Performing Arts Content Standards)

It is crucial that teachers provide all students with opportunities to interact with more challenging and complex text so that the children continue to grow in their language and literacy abilities over the course of the school year.

Children independently read texts at their reading level. They also engage with more difficult (but not excessively difficult) texts with teacher support and instruction. It is crucial that teachers provide all students with opportunities to interact with more challenging and complex text so that the children continue to grow in their language and literacy abilities over the course of the school year. Teachers use a variety of strategies and approaches to facilitate literal and inferential comprehension. They engage students in discussions, posing questions that take students back to the text to identify the progression of an author's ideas or arguments or to note use of powerful or nuanced language that impacts meaning. They prompt students to reread sections of a text for different purposes, such as looking at what a particular character says or does, examining how an author organized information, identifying an author's purpose, retrieving a quote that supports an interpretation, or finding words or phrases that influence readers' interpretations. They also teach students to carefully view images, such as diagrams and illustrations, in texts and determine their contributions to the meaning of a text.

Teachers also ensure that students engage in discussing and writing for meaning making purposes. Children learn to ask and answer questions of one another and of adults to clarify meaning (SL.2.1c; SL.2.3). They revise written work to better convey their ideas and information based on responses from adults and peers (W.2.5). (See the overview of the span and grade-three sections of this chapter for more discussion on meaning making.)

Language Development

Grade-two students are taught to describe how words and phrases supply rhythm and meaning in a story, poem, or song (RL.2.4). They come to understand the importance of word choice. They also learn to determine the meaning of words and phrases in informational texts (RI.2.4).

Students learn the following strategies for determining or clarifying unknown or multiple-meaning words in the context of grade-two texts and subject matter:

- Use sentence-level context as a clue to meaning. (L.2.4a)
- Determine the meaning of the new word formed when a known prefix is added to a known word. (L.2.4b)
- Use a known root word as a clue to the meaning of an unknown word with the same root. (L.2.4c)
- Use knowledge of the meaning of individual words to predict the meaning of compound words. (L.2.4d)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.2.4e)
- Students are provided many opportunities to use new vocabulary. (L.2.6)

As noted in the overview of the span in this chapter, it is crucial that students engage in wide reading, continue to listen to and discuss texts read aloud, and experience excellent content instruction and experiences that fuel language development. In short, children in grade two should have many opportunities to attend to and use language with peers and adults. Children continue to develop their awareness of language; they use their growing knowledge of language when writing, speaking, reading, or listening and learn to compare formal and informal uses of English (L.2.3).

Effective Expression

With instruction and frequent meaningful practice, children become increasingly skilled at expressing themselves through writing and in discussions and presentations. They focus both on the meanings of message and the form it takes, and they learn to employ grade-level language conventions, which contribute to the effectiveness of their expression.

Writing

The goal of writing instruction in grade two is to advance children's abilities to express their thoughts and knowledge skillfully. Children continue to learn that writing is a meaningful act, and they increasingly recognize that there are more and less effective ways to convey meaning—and that these ways vary depending upon their purpose and the content.

Children in grade two make progress in effectively expressing their opinions, providing information and explanations, and sharing stories (W.2.1–3). They add more detail to their work than they did as first graders, and they focus more on organization (W.2.4). They write in response to the content they are learning about in science, social studies, math, the arts, and other subjects, and they write in response to literary texts. They write in moments, such as when they compose a quickwrite or

jot notes in their science journal. They also write a single piece over multiple days, taking time to research a topic, reflect on their ideas and their work, and plan for and revise their writing.

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

- As in earlier grades, they read aloud daily from a broad range of literary and information texts, highlighting their varied purposes (such as to share an opinion, inform or explain, or tell a story), structures or organizations (such as narrative, description, cause and effect), and features (such as tables of contents). Some texts serve as *mentor* texts, that is, those that are excellent examples of a particular organization or language use that students may emulate for a specific task.
- They model writing, and they write with children using a variety of text types for a variety of purposes.
- They explicitly teach children how to organize different types of writing and provide opportunities for students to engage in collaborative writing tasks. (W.2.4)
- They model and engage children in revision and editing of sample texts and their own writing. (W.2.5)
- They ensure that children write daily.
- They ensure that children write for a variety of purposes. (W.2.1–3)
- They provide multiple opportunities for brief writing experiences. (W.2.10)
- They engage children in writing experiences that span several days and that undergo revision and refinement. (W.2.10)
- They ensure that children witness the value of writing in their teacher's life and their own lives.
- They teach children to write in every curricular area.
- They teach grade-level language conventions explicitly, including spelling, grammar, and punctuation. (See the discussions of language conventions throughout this chapter.)

In grade two, children learn more about writing as a process (W.2.5). They obtain feedback from others through individual conferences with the teacher and through peer sharing. Second graders use that feedback to guide revision and editing of their writing. When children share their writing with others and reflect on the feedback, they learn that the organization and language choices in their writing impact meaning. They also learn that writing effectively takes time, attention to feedback, and more than one draft.

When children share their writing with others and reflect on the feedback, they learn that the organization and language choices in their writing impact meaning. They also learn that writing effectively takes time, attention to feedback, and more than one draft.

An example of a second-grade student's narrative and an annotated analysis of the student's writing are presented in figure 4.14.The example and annotation are drawn from Appendix C of the CCSS https://achievethecore.org/page/1841/ccss-ela-literacy-appendix-c-samples-of-student-writing can be found. The student's work in this example was produced in class, likely with teacher support. The author demonstrates progress toward achieving W.2.3: Write narratives in which they recount an elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Figure 4.14. Grade Two Writing Sample

My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasen't supposed to, and showed my mom and dad. They were surprised because when they lost teeth the only thing they got is 50¢.

Annotation

The writer of this piece:

- Establishes a situation in time and place appropriate for what is to come.
  - *I recall one winter night. I was four. My sister and I were running down the hall and something happend.*
- Recounts a well-elaborated sequence of events using temporal words to signal event order.
  - *My sister and I were running down the hall **and** something happened . . . **But** not only did I cry . . . **Then** it felt funny. **Then** plop! There it was lying in my hand.*
- Includes details to describe actions, thoughts, and feelings.
  - *Boy! did we cry.*
  - *Then it felt funny.*
  - *So I ran down the hall, like I wasen't supposed to, and showed my mom and dad*
- Provides a sense of closure.
  - *They were suprised because when they lost teeth the only thing they got is 50¢.*
- Demonstrates growing command of the conventions of standard written English.

This piece illustrates the writer's largely consistent use of beginning-of-sentence capitalization and end-of-sentence punctuation (both periods and exclamation points). The pronoun *I* is also capitalized consistently, and almost all the words are spelled correctly. The writer sets off a parenthetical element with commas and uses an apostrophe correctly.

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C*, 17. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Teachers carefully examine students' writing to determine each student's achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work, and they communicate students' progress with students and families. Teachers of EL children also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide students. See the overview of the span in this chapter for suggestions for formative assessment of writing.

Discussing

Children in grade two continue to build their discussion skills, and they converse regularly about shared and individually-read texts and learning experiences, including, for example, hands-on investigations in science and art and physical activities that contribute to their fitness and health. They discuss their ideas with one another as they engage in all subject matter. Sometimes the discussions among children are free-flowing as they express their reactions to their learning experiences; at other

times, teachers prompt and facilitate small group and large group discussions, guiding children to stay on topic and to request clarification from one another, as needed.

Like all human beings, young children have opinions about ideas and issues that may be different from those of their peers. They learn how to listen respectfully to diverse viewpoints and how to articulate their own points of view. Teachers ensure that all children feel comfortable contributing to discussions and that they have opportunities to do so.

In grade two, children learn to recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2). They also learn to give and follow more complex three- and four-step directions (SL.2.2a).

Presenting

Throughout the years of schooling, children have many opportunities to give presentations. Prior to grade two, children's presentations largely involved show-and-tell experiences and recitation of memorized poems, rhymes, and songs. Grade two marks the point at which children plan and deliver a formal narrative presentation that recounts a well-elaborated event that includes details, reflects a logical sequence, and provides a conclusion (SL.2.4a). In addition, children add drawings or other visual displays to enhance their presentations and, beginning in grade two, they create audio recordings of stories or poems. These more permanent presentations may be shared with a rang of audiences over time.

Using Language Conventions

Children in grade two continue to learn and apply language conventions in order to communicate effectively in speaking and writing. See figure 4.15 for the conventions addressed in grade two (L.2.1–2). Children experience these conventions through teacher modeling, read alouds, and books read collaboratively or independently, and they are taught to apply them in their writing and speaking in rich and meaningful contexts. They learn that the purpose of conventions is to communicate messages in ways that can be best understood.

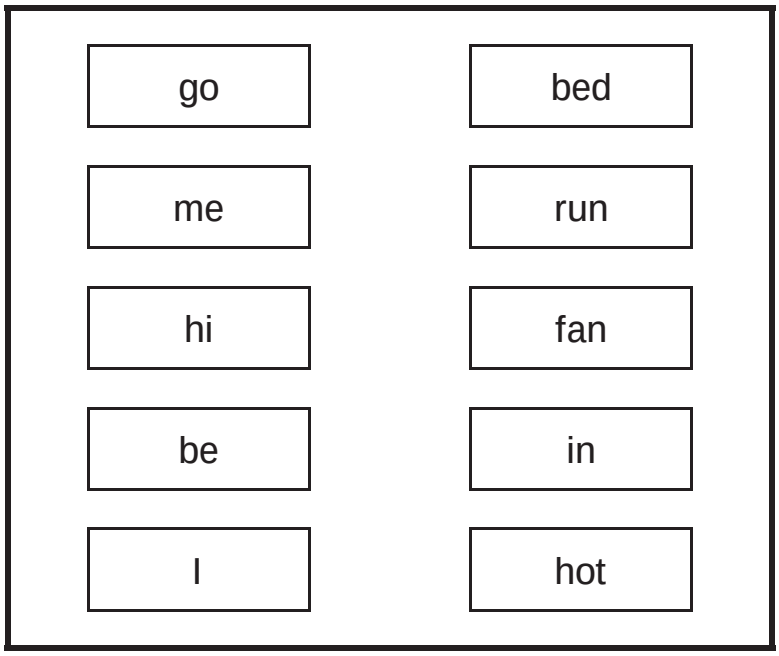
Figure 4.15. Language Conventions in Grade Two

Language Standard 1 (conventional grammar and usage in speaking and writing)	Language Standard 2 (conventional capitalization, punctuation, and spelling in writing)
a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences. g. Create readable documents with legible print.	a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of l t c. Use an apostrophe to form contractio and frequently occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

In grade two, children are expected to master the ability to create readable documents with legible print (L.2.1a). They were taught how to print upper- and lowercase letters in prior years, which included how to hold a pencil and form letters correctly. They are expected to achieve the ability to do so effortlessly by the end grade two, if not before. With ample attention and practice, including application in authentic writing activities, printing becomes relatively effortless. Skill with printing (and later cursive and keyboarding) frees writers to concentrate on conveying their ideas and allows for others to read the text they develop (Graham, and others 2012). Instruction is differentiated to address the range of skills with printing that grade-two students demonstrate.

Children learn spelling patterns (L.2.2d) through direct instruction and through exploration and close examination of words. A common practice that actively engages children is to have them sort selected word cards based on a pattern or principle. For example, at the appropriate time in the instructional sequence, the teacher works with children to learn about closed and open syllables. The teacher writes carefully selected single-syllable words on cards for students to sort. The teacher prompts the students to sort the cards into those with long vowel sounds and those with short vowel sounds. Children work in pairs to pronounce each word and to place them in the appropriate column, as in figure 4.16.

Figure 4.16. Cards Sorted by Long and Short Vowel Sounds



The teacher guides students to the understanding that generally when a vowel is followed by a consonant in a syllable, the syllable is *closed* and the vowel is pronounced with its short sound. They eventually apply this understanding to multisyllabic words, and they learn it may be helpful when they encounter new words in a text and as they write. Later, this principle is applied when they learn about doubling letters in word. The word *apple* is spelled with two *p*'s, although only one is heard. The additional *p* serves to close the initial syllable (*ap-ple*), thereby signaling a short vowel sound. The word *maple*, on the other hand, does not have a double *p*. The initial syllable is left open (*ma-ple*), thus the word is pronounced with the long *a* sound. Children understand that there is a logic to doubling letters. There are exceptions, but children develop an appreciation that learning to read and write written words is not simply a matter of rote memorization. (As noted previously, students who are deaf and hard of hearing do not have complete access to the sounds of English and therefore learn these skills using an alternate, visual route.)

Content Knowledge

Children in grade two use their growing independence in reading to explore interests and learn content in a variety of disciplines. As a part of independent reading and content instruction children have the opportunity to read books that broaden their understanding of the world around them. They select books that pique their interest and spur sustained focus. Teachers should have an independent reading program as specified in the wide and independent reading section in chapter 2 of this *ELA/ELD Framework*. See figure 4.17 f science appropriate for gr two.

Figure 4.17. Books Related to Animals and Their Habitats

African Savanna by Donald Silver (1997)
Animal Habitats! (Williamson Little Hands Series) by Judy Press (2005)
Arctic Tundra by Donald Silver (1997)
Cactus Hotel by Brenda Z. Guiberson (1993)
Coral Reefs by Gail Gibbons (2010)
Deserts by Gail Gibbons (1999)
Desert Giants: The World of the Saguaro Cactus (Tree Tales) by Barbara Bash (2002)
The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynn Cherry (2000)
Introducing Habitats Series Crabtree Publishing Company
Pond by Donald Silver (1997)
Seashore by Donald Silver (1997)
Swamp by Donald Silver (1997)

Children discuss and write about what they read on a daily basis and often in connection with shared research topics. Content instruction is an important part of the instructional day in grade two. It is a time when children learn about their worlds, and they learn about the processes by which they can learn about their worlds. Furthermore, it is a time when can apply, and thereby strengthen understandings about, what they are learning to do in reading, writing, discussing, and presenting. All of this is done while studying a variety of content subjects and engaging in meaningful hands-o learning experiences and investigations.

Foundational Skills

In grade two, children continue to develop phonics and word recognition skills. They learn to read words with more complex spelling patterns, words consisting of two syllables, and words with common prefixes and suffixes. They also increase the number of irregularly spelled words that they can recognize by sight. Considerable focus is placed on building fluency with grade-level text.

Phonics and Word Recognition

Instruction in grade two fosters children's knowledge of and ability to apply grade-level phonics and word analysis skills in decoding words both in isolation and in text (RF.2.3a–f). Figure 4.18 displays standards, with examples, that are targeted for achievement by the end of grade two. The standards build on foundational skills acquired in grade one. Assessment is crucial for determining whether children have, in fact, acquired the prerequisite skills. If not, instruction should target the needed skills and progress to grade-level standards as soon as reasonable for the individual student. Advanced learners may already demonstrate some, even many, of the grade-two skills. They should be provided instruction that furthers their knowledge. In other words, all students should be provided instruction that is intellectually stimulating and appropriately challenging.

Figure 4.18. Grade Two Standards in Phonics and Word Analysis Skills with Examples

Standard 3	Example
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	When children see the printed word *man*, they say the word and indicate that the vowel sound is short. When they see the printed word *ride*, they say the word and indicate that the vowel sound is long. They sort words into two categories: words with a short vowel sound and words with long vowel sound.
b. Know spelling-sound correspondences for additional common vowel teams.	When children see the printed vowel combination *ou* in the word *ouch*, they pronounce it correctly. When they see the vowel combination *aw* in the word *law*, they pronounce it correctly.
c. Decode regularly spelled two-syllable words with long vowels.	When children see the word *reader*, they recognize the long vowel team *ea* and the r-controlled vowel *er* and pronounce the word accurately.
d. Decode words with common prefixes and suffixes.	When children see the word *dislike*, they recognize the prefix *dis-* and the base word *like* and pronounce the word accurately. Other common prefixes include *un-, re-,* and *in-*. Common suffixes include *-s, -ed, -ing, -er*.
e. Identify words with inconsistent but common spelling-sound correspondences.	When children see the words *team* and *head*, they recognize that the *ea* letter combinations are pronounced differently in the two words and say the words accurately.
f. Recognize and read grade-appropriate irregularly spelled words.	When children see the word *does*, they pronounce it accurately. The number of irregularly spelled words that they recognize by sight increases significantly.

Instruction in phonics and word recognition is carefully sequenced so that less complex understandings precede more complex ones and new learning is built upon previously acquir knowledge.

One technique for teaching students to decode words is to engage them in building words using the letter-sound and spelling-sound correspondences they have learned. Students manipulate ceramic or magnetic letter tiles or move letters on an interactive white board to construct words as directed

by the teacher or other adult. (See the detailed description of word building and an example provided in the grade-one section of chapter 3 of this *ELA/ELD Framework*.) What follows is an example of a variation of a word building progression appropriate for grade two.

The teacher clearly pronounces a target word (in this case, *found*) and the students select letters from a manageable size group of letters to build the word. The teacher provides guidance as needed for success. After ensuring accuracy and encouraging the students to read the word aloud, the teacher announces a second word and students add, remove, or change one or two letters in their first word to form the second word, and so on. Prompts may be given, such as "Listen closely for the final sound; watch my mouth as I say the word," "You will be using the new vowel team we learned for this word," and "The spelling of the vowel sound we heard in the last word will be different in this next word due to the change in the neighboring letter—same vowel sound, different spelling." The type, amount, and complexity of the changes in a progression will vary based on participants' skills.

One technique for teaching students to decode words is to engage them in building words using the letter-sound and spelling-sound correspondences they have learned. Students manipulate ceramic or magnetic letter tiles or move letters on an interactive white board to construct words as directed by the teacher or other adult.

	f	o	u	n	d
	p	o	u	n	d
	s	o	u	n	d
	s	o	u	t	h
	m	o	u	t	h
	m	o	u	n	d
	r	o	u	n	d
g	r	o	u	n	d
g	r	o	w	l	
p	r	o	w	l	

As noted in chapter 3, it is not uncommon for children who experience difficulty with decoding to demonstrate only *partial alphabetic decoding*; often they accurately decode the initial sound in a printed word but not the subsequent vowel(s) and consonant(s) (McCandliss, and others 2003). Word

building activities require students to attend to each sound and grapheme when they build and change words. In other words, the activity prompts *full alphabetic decoding*, which research indicates "plays a central role in the development of effective and efficient word recognition skills" (102).

Students' skills vary, so word building activities are conducted with small groups of children who have similar skills. Over time, word building progressions target more difficult letter-sound and letter-spelling combinations and word forms, including words with inflectional endings and derivational affixes. (See also Spear-Swerling 2011 for a discussion and Cunningham and Hall [2001, 2008] for variations on word building.)

Children need to have opportunities to employ their developing phonics and word recognition skills as they read and write. The more children engage with the patterns and words they are learning, the more quickly the patterns and words become recognized in print and used effortlessly in writing.

Fluency

Connections should be made between children's growing insights into the nature of written English and their application in meaningful text. Children need to have opportunities to employ their developing phonics and word recognition skills as they read and write. The more childr engage with the patterns and words they are learning, th more quickly the patterns and words become recognized in print and used effortlessly in writing. The goal is that children will not have to expend significant amounts of mental energy decoding or spelling many words as they read and write, so their focus can be on meaning.

Fluency encompasses accuracy, appropriate rate (which demands automaticity), and prosody. Data from an extensive study of oral reading fluency provides the mean words read per minute (that is, the reading rate, which is a measure of automaticity) by students in grades one through eight in unpracticed readings from grade-level materials (Hasbrouck and Tindal 2006). Figure 4.19 present the means for grade two. The researchers recommended that students scoring more than ten wor below the 50th percentile be provided more extensive instruction in fluency.

Figure 4.19. Mean Oral Reading Rate of Grade Two Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	106	125	142	1.1
75	79	100	117	1.2
50	**51**	**72**	**89**	**1.2**
25	25	42	61	1.1
10	11	18	31	.6

*WCPM = Words Correct Per Minute **Average words per week growth

Source

Hasbrouck, Jan, and Gerald A. Tindal. 2006. "Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers." *The Reading Teacher* 57: 646-655.

Rate is essential in that reading at a sufficient pace supports comprehension. It is important to note, however, that fluency instruction is not a matter of having students mindlessly race through text. Pace is just one aspect of fluency; the ultimate goal is comprehension. In order to use context to confirm or self-correct word recognition and understanding, as called for by the CA CCSS for ELA/Literacy (RF.2–5.4c), children need to attend to meaning as they read.

When evaluating how fluently children read, particularly ELs, it is critical to consider more than reading rate. English learners can be deceptively fast and accurate while reading aloud in English, but they may not fully comprehend the text.

Fluency rates should be interpreted cautiously for all children. They are particularly difficult to apply to speakers of languages other than English and to students who are deaf and hard of hearing and who use American Sign Language. When evaluating how fluently children read, particularly ELs, it is critical to consider more than reading rate. English learners can be deceptively fast and accurate while reading aloud in English, but they may not fully comprehend the text. A consistent focus on meaning making ensures that EL children attend to comprehension and not just speed.

In addition, common pronunciation or grammatical miscues that do not affect comprehension may occur. Teachers should use caution in counting these miscues when interpreting fluency as they are a natural part of developing English as an additional language and may or may not be miscues in need of instructional attention. As with all children, decisions about fluency are not made solely on the basis of reading rate or accuracy. When deaf or hard of hearing students storysign, they are actually interpreting the story from one language (printed English) to another (American Sign Language). In this case, fluency rates as listed in the figure do not apply.

An important component of fluency instruction is ensuring that children have learned the phonics and word recognition skills that allow them to identify words and have opportunities to practice those skills. Fluency instruction also includes many opportunities to listen to and practice fluent reading. Teachers serve as excellent models as they fluently read aloud a variety of text types daily with the intent of sharing a good story or interesting information. Children practice fluency when they engage in oral reading activities for which they rehearse (and so read the same text several times to ensure accuracy and appropriate expression and rate), such as choral reading of poetry or reader's theatre for an audience of peers or others. Most important, they read high quality literary and informational texts independently every day. The texts should be at a level of difficulty that allows children considerable success. Some children may choose to read more difficult texts occasionally because they are interested in the subject matter or enjoy the author. They may persist through the challenges. Some children may select texts that are considerably below their skill level, such as engaging or familiar stories that give them pleasure to read. However, reading only simple texts limits children's opportunities to build fluency and to further develop their comprehension skills and academic language. Children should be supported in selecting texts for independent reading, and teachers guide children based on their knowledge of their children's skills and interests.

An important component of fluency instruction is ensuring that children have learned the phonics and word recognition skills that allow them to identify words and have opportunities to practice those skills. Fluency instruction also includes many opportunities to listen to and practice fluent reading.

An Integrated and Interdisciplinary Approach

As noted throughout this framework, the CA CCSS for ELA/Literacy and the CA ELD Standards call for the integration of reading, writing, speaking, and listening. In addition, these two sets of standards are inextricably linked to every curricular area. Learning subject matter demands understanding and using the language of the subject to comprehend, clarify, and communicate concepts. The following two snapshots illustrate the integration of the language arts and other subject matter.

Snapshot 4.1. Understanding Erosion
Integrated ELA and Science in Grade Two

In small groups, second graders engage in a hands-on science activity in which they pour water on mounds of sand and dirt in order to understand erosion. They change the amount of water and the number of times they pour water on the same mound, observing closely the effects on the sand and dirt. The experience draws "oohs" and "ahhs" from the children who enthusiastically discuss their observations. "Look at the big valley that created!" "Look where all the sand is going! There is almost none left on the mound!" Then the children individually write notes and draw sketches with labels in their journals. Students check with a peer to determine if their entries make sense. Throughout the activity and the journal writing, their teacher, Mrs. Dubois, circulates and supports students as needed. She prompts their use of domain specific vocabulary (e.g., *erosion*, *runoff*, *deposition*) in their discussions. She knows which students will need assistance recording their thoughts. She encourages individuals to add detail to their entries.

Later the students view Web pages on the topic of erosion, including some animations their teacher and the teacher librarian located, and they explore the images and text in books about erosion. They demonstrate their understandings of the content they have researched by engaging in a discussion with the teacher and peers. Mrs. Dubois's observations of students' understandings is supplemented by a few carefully planned questions designed to elicit statements about the students' findings.

In small teams, and with guidance from the teacher and other adults, the children use digital cameras to take photographs of erosion on their school grounds. The photographs include images of small valleys created by rain runoff and a wearing down of the asphalt where there is high foot or vehicle traffic. The students insert the photos into a digital presentation using software such as PowerPoint, Keynote, or Prezi and add language to explain the images. A rubric for evaluating digital presentations by second graders had been shared and discussed previously. Children referred to it as they created their presentations and the teacher used it to provide feedback on drafts. The children share their final digital presentations with a neighboring class and enthusiastically decide to post it on the class Web page for families to view.

CA CCSS for ELA/Literacy: RI.1.7; W.1.2, 6; SL.1.2, 5; L.1.1–3, 6

Related CA Next Generation Science Standard:

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.]

Snapshot 4.2. Mystery Bags
Integrated ELA, ELD, Science, and Visual Arts in Grade Two

Ms. Li's second-grade students eagerly, but cautiously, reach into their mystery bags. Without peeking, they gently touch the object inside the bag, noticing its texture and shape. They shake the bag and listen carefully for sounds the object makes. They open the bag just a bit and fan the air above the opening in an effort to detect scents. Ms. Li asks the students to turn to a neighbor and share words that describe the as yet unseen object (what it feels and smells and may look like) without divulging what they think the object is. Then she invites volunteers to share descriptive words with the whole group and records them on a chart, using enough wait time to elicit many responses. Students describe the object as *rough*, *not too heavy*, *stiff*, and *hard*. They note that it *has points* and *is round.* One student says he feels a *sticky* substance and that the object *smells like a forest*.

Ms. Li then asks the students if anyone has an idea of the object's identity. She encourages them to whisper their thoughts to a neighbor and to explain their reasons for their guesses, using evidence from their observations and from the class-generated chart. She asks for volunteers to share their thoughts and their reasons with the entire group. Finally, the students are permitted to open their mystery bags and withdraw the object. It is a pine cone!

Ms. Li provides each student with a hand lens, and they busily examine their pine cones. She asks them what they see and records these additional observations on the chart. She also records questions that spontaneously arise from the students: *How many different kinds of pine cones are there? How long do pine cones stay on trees? Are there girl and boy pine cones? How big do pine cones get?*

"Great questions!" Ms. Li says. "Let's see what we can learn!"

Having anticipated their curiosity, she offers the students a variety of print resources about pine cones and also makes available the classroom laptops so students can access the library's databases and e-books. The students dive into the materials and excitedly talk with each other about what they discover.

After allowing them some time to explore the materials, Ms. Li calls the group back together and asks them to share what they learned. As she facilitates the discussion, Ms. Li asks the children to build on the comments of a peer if they have related information or details, and sometimes she asks a student to point out or read aloud the specific language from the resource material that supports what was shared. She also directs the students' attention to the questions they generated earlier and asks whether they found answers to any of the questions. And, she wonders aloud if there is anything else they want to know now that they have looked at the materials, adding their new questions to the chart. Ms. Li asks students to write the questions that were generated and their own observations in their lab notebooks. The chart with the descriptive words and questions and the other materials remain available to the students throughout the week. The students are encouraged to continue to pursue answers to their questions and add written reflections to their notebooks.

Later that week, Ms. Li has the children once again closely examine the pine cones, which have been kept available in the science station along with the chart and text resources. This time they create detailed observational drawings of their pine cones, including as much detail as they can and labeling the drawings with descriptive words and phrases. As Ms. Li circulates around the classroom, she uses some of the vocabulary and phrases the class discussed throughout the week. Ms. Li posts the observational drawings on the "Gallery Wall" so that

Snapshot 4.2. Mystery Bags
Integrated ELA, ELD, Science, and Visual Arts in Grade Two (cont.)

children can view one another's and their own work. When parents, the principal, or other visitors come to the class, a designated "docent" explains the drawings and the process the class engaged in to generate them.

The next week, Ms. Li has the students work in small teams to plan and construct an accordion book about pine cones. Each team makes decisions about what information to include and how to organize their texts. Ms. Li reviews the specialized language and content knowledge they learned from their research and discussions, and she encourages the students to use the language and ideas in their writing. The students draft and revise and edit their texts, with support and feedback from Ms. Li. They glue into their books the observational drawings they made of their pine cones, as well as other illustrations. With support, the students bind the pages of their book together. Then the teams formally share their books with one another. The books are then placed in the class library for all to enjoy.

CA CCSS for ELA/Literacy: RI.2.2, 7; W.2.2, 4, 5, 7; SL.2.1; L.2.1, 2, 6
CA ELD Standards: ELD.PI.1-3, 6, 10, 12b; ELD.PII.1
Related CA Next Generation Science Standard:
2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
Related CA Visual and Performing Arts Content Standards:
Visual Arts 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.
Visual Arts 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
Related CA Model School Library Standard:
2–3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding.

Source
Adapted from
Yopp, Ruth H. 2006. "Enhancing Hands-on Science Experiences with Informational Text: Learning about Pine Cones." *Science Activities* 43 (3): 31–34.

English Language Development in Grade Two

In second grade, EL students learn English, learn content knowledge through English, and learn about how English works. English language development occurs throughout the day across the disciplines and also during a time specifically designated for developing English based on EL students' language learning needs. In integrated ELD, second-grade teachers use the CA ELD Standards to augment the ELA/literacy or other content instruction they provide. For example, after a teacher has read a story several times and then asks students to discuss a text-dependent question with a partner, she uses the CA ELD Standards to provide differentiated support to her ELs at varying levels of English language proficiency. She asks the class the question, "What do you think the main character learned in this story? How do you know?" She supports her ELs

English language development occurs throughout the day across the disciplines and also during a time specifically designated for developing English based on EL students' language learning needs.

at the Emerging level of English language proficiency to respond meaningfully to the question with an open sentence frame (e.g., I think ____ learned _____ because _____.), which she posts for later reference. She asks the children to repeat the sentence frame with her once or twice before they use it with their partners. She also has them sit near her, so she can prompt them to share their ideas, provide modeling for them, or provide other forms of substantial scaffolding. Previewing stories and other texts (or having students read the texts, or reading them aloud to students) in their primary language also can support their comprehension of the story in English and their ability to interact in conversations about the text in English.

English learners at the Expanding and Bridging levels of English language proficiency generally require less intensive linguistic support. However, all children need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 4.20 presents a section of the CA ELD Standards a teacher might use in planning this type of differentiated instructional support during ELA.

Figure 4.20. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum → **Emerging** → **Expanding** → **Bridging** →		
5. Listening actively Demonstrate active listening to read alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.	***5. Listening actively*** Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.	***5. Listening actively*** Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

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

- Building students' abilities to engage in a variety of collaborative discussions about content topics and texts
- Developing students' understanding of—in reading and listening—and proficiency using—in speaking and in writing—the academic vocabulary and various grammatical structures encountered in second-grade texts and tasks

Designated ELD is a protected time during the regular school day during which qualified teachers work with EL children grouped by similar English language proficiency levels and focus on the critical language students need to develop to be successful in school subjects.

- Raising students' language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

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

This intensive focus on language, in ways that build into and from content instruction, supports students' abilities to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge. Examples of designated ELD instruction aligned to different content areas are provided in the following snapshots as well as in the vignettes. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see chapters 1 and 2 in this *ELA/ELD Framework*.

Snapshot 4.3. Language Used in Informational Text Designated ELD Connected to Science in Grade Two

In science, Mr. Chen is teaching his students about interdependent relationships in ecosystems. The students have planted different kinds of plants in the school garden and are now determining which kinds of insects are beneficial or detrimental to the plants and why, including the role of pollinating insects. The children engage in collaborative discussions about the informational texts they read on the topic, the multimedia they view, and what they observe in the garden and record in their science journals.

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

Snapshot 4.3. Language Used in Informational Text Designated ELD Connected to Science in Grade Two (cont.)

Mr. Chen strategically selects the language from the texts that he will focus on in instruction, and he also points out to students that this language is a model for students to draw upon when they write about or discuss the science content. He structures opportunities for the students to practice using the new language in collaborative conversations and in writing. For example, he asks them to provide rich oral descriptions of the characteristics and behavior of the caterpillars and butterflies they have been observing, using their science journals and books they have at their tables. To support their descriptions, he asks them to draw a detailed picture of one insect and he shows them a chart where he has written the words *structure* in one column and *functions* in another. The class briefly generates some ways to describe the physical structures of insects (e.g., head, thorax, abdomen) and functions (e.g., to sense and eat . . . to move and fly . . . to hold organs to survive or reproduce) of these structures. He writes these brainstormed phrases and words on a chart for students to use as they label and discuss their drawings.

He asks the students to engage in a partner discussion to first describe the characteristic structures and behavior of the insects and then to discuss how the insects are beneficial or detrimental to the plants and why, using evidence from their science journals. He prompts them to use a chart with reminders for effectively contributing to conversations (e.g., take turns, ask good questions, give good feedback, add important information, build on what your partner says). Following their collaborative conversations, Mr. Chen asks the students to work together to write a concise explanation that captures their discussion and to use precise language (by expanding their ideas with adjectives or prepositional phrases and structuring their sentences by combining ideas, for example). He asks them to first discuss with their partners what they will write, and he tells them that they must both write and write the same thing. This requires the students to negotiate and justify their ideas, which, Mr. Chen observes, supports them to clarify their thinking.

When he reviews the students' writing, he uses a guide based on the CA ELD Standards and tailored to the writing goals of this unit of study, in order to gain a better understanding of which language resources students are "taking up" and feeling confident about using and which language resources he needs to focus on more intensively.

Primary CA ELD Standards Addressed in Designated ELD: ELD.PI.2.1, 4, 6, 10, 12; ELD.PII.2.3–7
CA CCSS for ELA/Literacy: SL.2.1; L.2.6; W.2.2, 4
Related CA Next Generation Science Standard:
2-LS2-2A (Interdependent relationships in ecosystems)

Snapshot 4.4. Academic Vocabulary Used in Biographies Designated ELD Connected to History–Social Science in Grade Two

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

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

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

CA ELD Standards (Emerging): ELD.PI.2–3.1, 5, 11, 12b; ELD.PII.2–3.5
CA CCSS for ELA/Literacy: SL.2.6; L.2.5, 6
Related CA History–Social Science Standard:
2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives . . .

Snapshot 4.5. Mathematical Word Problems Designated ELD Connected to Mathematics in Grade Two

In mathematics, Mrs. Cooper teaches her students to solve word problems, to explain their thinking, and to justify their arguments for solving a problem in a particular way. She models how to solve word problems and she thinks aloud for students, using drawing and other visuals as she does to make her thinking process visible. She models how to identify language that reveals what kind of word problem she is solving (e.g., *How many are left? How many are there altogether? How many more are there?)*, how to identify the important information for solving the problem, and how to apply math content knowledge to solve the problems. She provides many opportunities for her students to practice; they collaboratively solve word problems with peers and explain how they solved the problems, using their drawing and writing to justify their assertions.

During designated ELD, Mrs. Cooper works with a small group of ELs at the Expanding level of English language proficiency to help them understand and gain confidence asking and answering questions about problem solving, using mathematical language. She asks them to explain to one another in partners how they solved the word problems they worked on during math instruction, and she posts a few text connectives (first, then, next) as well as a few subordinating conjunctions (because, when, so) to support them in their explanations. She tells them that it is the responsibility of the listening partner to ask clarifying questions when things are not clear or are partially accurate, and she draws their attention to their "collaborative conversations" chart, which has phrases and sentence stems they can use (e.g., Can you explain that again? I'm not sure I understood what you meant by ___.) She listens carefully as the students explain their thinking, and she provides "just-in-time" scaffolding when students have difficulty asking or answering questions.

During math instruction, Mrs. Cooper observes her EL students as they continue to interact with one another while solving word problems, and she provides judicious corrective feedback to ensure that the children are exchanging information and ideas effectively and using mathematical language appropriately while also applying correct math practices and content knowledge.

CA ELD Standards (Expanding): ELD.PI.2–3.1, 3, 12b

Related CA CCSS for Mathematics:

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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

MP.2 Reason abstractly and quantitatively.

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

ELA/Literacy and ELD in Action in Grade Two

The research-based implications for ELA/Literacy and ELD instruction were outlined in preceding sections of this chapter and in chapters 1 and 2 of this *ELA/ELD Framework*. In the following section, detailed examples illustrate how the principles and practices look in California classrooms. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers can enact the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of reading complex texts closely, intentionally, and thoughtfully to derive meaning. Teachers prepare repeated reading lessons of complex texts carefully and purposefully before teaching them, taking into consideration the challenges and opportunities the texts present, as well as students' readiness to address these challenges. Teachers select challenging texts that are worth reading and rereading, analyze the texts ahead of time to determine critical areas of focus and challenging aspects, and plan a sequence of lessons that build students' abilities to read the text—and others—with increasing independence. This requires teachers to analyze the cognitive and linguistic demands of the texts, including the sophistication of the ideas and content, students' prior knowledge, and the complexity of the vocabulary, grammar, and organization.

During instruction, teachers model how to read text closely by thinking aloud for students, asking themselves questions and highlighting the language and ideas that stand out to them as they read. Teachers provide concrete methods for students to read more analytically and guide students to frequently read complex texts using these methods with appropriate levels of scaffolding. Second graders need many opportunities to read a wide variety of both literary and informational complex texts and to discuss the texts they are reading, asking and answering literal ("on the surface") and inferential ("below the surface") text-dependent questions to extract and construct meanings from the text and to analyze and evaluate how well authors present their ideas.

Second graders need many opportunities to read a wide variety of both literary and informational complex texts and to discuss the texts they are reading, asking and answering literal ("on the surface") and inferential ("below the surface") text-dependent questions to extract and construct meanings from the text and to analyze and evaluate how well authors present their ideas.

Importantly, for all students, and especially ELs and other language minority students, teachers explicitly draw attention to text structure and organization and to particular language resources (e.g., text connectives, long noun phrases, types of words used) in the complex texts that help authors convey particular meanings. Examples of specific language resources students can learn to identify and use intentionally are text connectives to create cohesion (e.g., *for example, suddenly*, *in the end*); long noun phrases to expand and enrich ideas in sentences (e.g., *the tiny green caterpillar hidden behind the leaf*); and complex sentences to combine ideas and establish relationships between ideas (e.g., *After it rained, the seeds emerged from the soil.*). Providing students with opportunities to discuss the language of the complex texts they read enhances their comprehension of the texts while also developing their language awareness.

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this framework. Lesson planning should anticipate year-end and unit goals, respond to students' needs, and incorporate the framing questions displayed in figure 4.21.

Figure 4.21. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	• What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in the preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/ Literacy Vignette

Vignette 4.1 presents a portion of an instructional unit and a closer look at a reading lesson. In this vignette, the focus of instruction is on close reading prompted by text-dependent questions. The teacher uses the framing questions in figure 4.21 to plan and implement ELA instruction with all students, with the addition of integrated ELD for ELs.

Vignette 4.1. Close Reading of *Lilly's Purple Plastic Purse* (Narrative Text) ELA Instruction in Grade Two

Background

Each month, Mrs. Hernandez's class of 35 second graders conducts an author study. Mrs. Hernandez selects the authors based on the rich language they use and the many opportunities the literacy texts provide for students to make inferences about ideas and events in the stories and engage in extended text-based discussions. The compelling plots motivat the children to read the books multiple times. This month, students are enjoying books by author Kevin Henkes. Mrs. Hernandez's class comprises 25 children who are native English speakers or bilingual children proficient in English, and ten children who are ELs. Two are at the Emerging level of English language proficiency, six are at the Expanding level, and two are at the Bridging level.

Lesson Context

Mrs. Hernandez reads some of Kevin Henkes books' aloud to the whole class. Students then explore other books by Henkes in small reading groups while their classmates work in partners or small groups at literacy stations (e.g., the listening station, the writing station, the partner reading station). During her read alouds, she sometimes *code switches* between English Spanish to provide scaffolding for her two Spanish-speaking ELs who are at the Emerging level of English language proficiency and are fairly new to English (newcomer ELs). She sometimes previews the stories for them in Spanish or asks a parent who is fluent in Spanish to do so.

Today, Mrs. Hernandez is working with a small reading group of six children (two are ELs at the Bridging level, two are bilingual students who are not ELs, and two are native speakers of English only). They are reading *Lilly's Purple Plastic Purse*. Mrs. Hernandez helps students read the text closely by thinking about and discussing text-dependent questions. Yesterday, when the group read the book for the first time, Mrs. Hernandez asked text-dependent questions focused on literal comprehension. Today, she will stop at strategic points in the text and guide the children to discuss text-dependent questions targeting inferential comprehension of the text. The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today's lesson are the following:

Vignette 4.1. Close Reading of *Lilly's Purple Plastic Purse* (Narrative Text) ELA Instruction in Grade Two (cont.)

Learning Target: The students will answer *on-the-surface* and *below-the-surface* text dependent questions while reading a text closely.

Primary CA CCSS for ELA/Literacy Addressed:
RL.2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; RL.2.3 – Describe how characters in a story respond to major events and challenges; W.2.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; SL.2.1 – Participate in collaborative conversations with diverse partners . . .

Primary CA ELD Standards Addressed (Bridging):
ELD.PI.1 – Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback; ELD.PI.3 – Offer opinions and negotiate with others in conversations . . . ; ELD.PI.6 – Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts . . . with light support; ELD.PI.11 – Support opinions or persuade others by providing good reasons and detailed textual evidence . . .

Lesson Excerpts

Mrs. Hernandez signals her class to proceed to their literacy stations, and within moments, her reading group is seated at the teaching table with their materials. She points to the *on-the-surface* question card in front of her and asks the children to read chorally with her what is written on it. She recalls yesterday's questions about the story and reminds students that good readers are constantly asking themselves questions about what they are reading.

On-the-Surface Question Card
What is this part mostly about?
What is happening?
Who is involved in what's happening?
When and where is it happening?

Mrs. Hernandez: Yesterday, we learned a lot about Lilly, didn't we? Can anyone tell me what we know about Lilly and about this book so far?

Jamal: It's about Lilly. She's a mouse. At the beginning, she really likes her teacher, but then she was being really annoying, and he took her purse, so she was mad. (Pauses.)

Ana: I have something to add on to you. Then Mr. Slinger gave her back her purse, and she liked him again.

Mrs. Hernandez: Okay, that was a nice review of what we discussed yesterday, and great use of the word *annoying*, Jamal. Today, we're going to go below the surface to read the story even more closely.

Vignette 4.1. Close Reading of *Lilly's Purple Plastic Purse* (Narrative Text) ELA Instruction in Grade Two (cont.)

Mrs. Hernandez places the *below-the-surface* card on the table and asks the students to read what is written on it with her. She explains that they will be using this card to ask themselves questions as they read today.

Below-the-Surface Question Card
How does the author let us know ____?
Why does ___ happen? How do we know?
What if _____? How do we know?
Would ____? How do we know?

Mrs. Hernandez: Often, the author will not come right out and tell you what is happening or what a character is thinking or feeling, so you have to go *below-the-surface* to get to the deeper meanings. These questions will help us to do that.

Mrs. Hernandez asks her students to reread the text with her. At strategic points, she stops and poses a few text-dependent questions that she has prepared in advance using the language frames on the card. She has the children discuss the questions, locating evidence in the book to support their ideas. She has modeled using textual evidence to answer questions numerous times during teacher read alouds and has engaged the students in discussions about these types of questions, but doing this with the texts they are reading themselves is relatively new for students. Discussing the *below-the-surface* questions is challenging for the children at first, so Mrs. Hernandez guides them as they articulate their thoughts and find textual evidence to support their ideas.

Mrs. Hernandez: Why do you think Mr. Slinger wasn't angry at Lilly for drawing and writing mean things about him?

Steven: I think he wasn't angry because he's nice. And he's a teacher, so he has to be nice.

Elodie: I have something to add on to what you said. I think he wasn't angry because he saw that Lilly was really, really sorry.

Mrs. Hernandez: What do you think, Charles?

Charles: I agree with Steven that Mr. Slinger is a nice teacher, but I also agree with Elodie. I think he wasn't angry because he saw Lilly was sorry she did all those things.

Mrs. Hernandez: Hmm. Can you say more about what "all those things are?"

Charles: (Shrugs).

Mrs. Hernandez: Let's go into the book to see if we can find some textual evidence to support your idea. (Pauses and waits so the children have an opportunity to find evidence on their own.)

Vignette 4.1. Close Reading of *Lilly's Purple Plastic Purse* (Narrative Text) ELA Instruction in Grade Two (cont.)

Jamal:	I think he saw she was really sorry because it says she wrote a letter and drew a picture. The story says that Lilly is really sorry and everyone forgave her. And in the picture, it says he's kind, good, and nice.
Sara:	I have something to add on to you. Lilly's father baked some no-frills cheese balls, and her mother wrote a note. And then on this page, he tastes the cheese balls and reads the note. And then he says "wow."
Eva:	Yeah, that's a good idea, Sara. I think Lilly was proving she was really, really sorry, and he had to forgive her.
Mrs. Hernandez:	What do you think he meant when he said "wow."
Eva:	I think he meant "I forgive you."
Jamal:	I think he meant he wasn't angry at her anymore.
Mrs. Hernandez:	Okay, so it sounds like you found evidence that Mr. Slinger wasn't angry with Lilly anymore just because he was a nice teacher. It looks like the evidence shows that he forgave her because she did all those things you discussed to deserve forgiveness. Do you think he could see that she was really sorry?
Children:	(In unison.) Yes!

At the end of the lesson, Mrs. Hernandez sends the group to the writing station to complete a writing task in pairs that involves choosing one of the text-dependent questions they discussed during reading group, conferring about it again, and using a template to write their opinion, including supporting textual evidence. Mrs. Hernandez has guided students through this process before, but this is the first time that the children will be doing it on their own.

Before placing their opinion pieces in their writing folders to review the next time they meet with Mrs. Hernandez, the students first share what they wrote with two classmates, who offer feedback about the strength of the writer's statements: Do the statements make sense? Is the evidence enough to support the ideas. Is their other evidence from the text that would make the writer's ideas more convincing? What other words could be used? Mrs. Hernandez walks around the room, observing and listening to students as they engage in peer discussions. She has taught her students to cross out words or sentences and then rewrite them on the same piece of paper (rather than erasing what they wrote) which allows her to see how they revised their opinion pieces. At the end of the lesson, students write in their reflection journals, commenting on how well they think they followed pre-established norms for providing peer feedback and how helpful the peer feedback they received actually was.

Teacher Reflection and Next Steps

The next time this reading group meets with Mrs. Hernandez, she will guide them to think more deeply about the meanings the author is trying to convey. She will use a *deeper dive* question card to guide them as they answer text-dependent questions.

Vignette 4.1. Close Reading of *Lilly's Purple Plastic Purse* (Narrative Text) ELA Instruction in Grade Two (cont.)

Deeper Dive Question Card

What do you think the author wants us to *understand about* _____?

How does the author use special words to show us _____?

How does the author play with *language* to add meaning?

When Mrs. Hernandez meets with her second-grade teaching team, she tells them about using the question cards in her reading groups and shares how the lessons went. Even though the below-the-surface text-dependent questions were challenging for her students, she could see that they were engaged in talking about the texts and finding evidence to support their ideas. She also shares that recently she has noticed that during collaborative conversations about texts she read aloud her students now attend much more to what it says in the text rather than relying solely on background knowledge or guessing. She concludes that paying attention to text-dependent questions in her small reading groups and whole group teacher read alouds has contributed to her students' development of these skills.

Resource

Henkes, Kevin. 1996. *Lilly's Purple Plastic Purse*. New York: Greenwillow Books.

Additional Information

Web sites

- Achieve the Core has resources for creating text-dependent questions (http://achievethecore.org/page/710/text-dependent-question-resources), as well as sample lessons (http://achievethecore.org/).

Recommended reading

Boyles, Nancy. 2012/13. "Closing in on Close Reading." *Educational Leadership* 70 (4): 36-41.

Designated ELD Vignette

The example in vignette 4.1 illustrates good teaching for all students with particular attention to the language learning needs of ELs through integrated ELD. English learners additionally benefit from intentional and purposeful designated ELD instruction that stems from and builds into content instruction. Vignette 4.2 illustrates how designated ELD can build from and into lessons on close reading during ELA. This vignette focuses on closer analysis of the language of the texts students are reading in ELA.

Vignette 4.2. Discussing "Doing" Verbs in *Chrysanthemum* Designated ELD Instruction in Grade Two

Background

Mrs. Hernandez's class is conducting an author study of Kevin Henkes (see vignette 4.1). Mrs. Hernandez has observed that her ELs at the Expanding level of English language proficiency find the inferential text-dependent questions she poses during teacher read alouds and in small reading groups challenging, especially when the language the author uses is somewhat nuanced. She wants to find ways to help them understand the inferential text-dependent questions and effectively convey their understandings of the questions in English. To this end, she plans to explicitly address the language that may be making it difficult for students to make inferences and respond to the text-dependent questions.

Vignette 4.2. Discussing "Doing" Verbs in *Chrysanthemum* Designated ELD Instruction in Grade Two (cont.)

Lesson Context

Mrs. Hernandez meets with her colleagues to discuss her observations. The other second-grade teachers share that some of their students are experiencing the same types of challenges she describes. As the team examines the types of questions students are having difficulty with and the language in the texts that students need to interpret in order to answer the questions, they discover that some of the textual challenges stem from the way the author shows how a character feels or what the character is thinking. Sometimes authors do not explicitly state such things, but rather suggest emotions and thoughts through behavior and dialogue. Instead, authors show emotions and thoughts through behavior and dialogue.

When the teachers comb through the storybooks for examples of this use of language, they discover that there are quite a few instances. For example, in Kevin Henkes' book, *Chrysanthemum*, instead of writing "She's sad," Henkes writes that the main character "wilts" when her classmates tease her about her name. Instead of writing "She's nervous," he writes that she "drags her feet in the dirt." The teachers also notice that "sad" and "nervous" are adjectives, whereas "wilts" and "drags" are verbs. They decide that this is an important language feature to point out to their EL students, as the children may not notice this on their own. Using resources from recent professional learning sessions provided by their district, Mrs. Hernandez and her colleagues plan a series of designated ELD lessons that delve more deeply into how authors use different types of verbs to show how a character is feeling. The learning target and cluster of CA ELD Standards for today's lesson, during which Mrs. Hernandez will work with a group of EL children at the Expanding level of English language proficiency, are the following:

Learning Target: The students will describe how authors use verbs instead of adjectives to show how a character is thinking or what they are feeling.

Primary CA ELD Standards Addressed (Expanding):
ELD.PI.2.1 – Contribute to class, group, and partner discussions . . . ; ELD.PI.2.6 - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support; ELD.PII.2.3 – Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.

Lesson Excerpt

During designated ELD, Mrs. Hernandez explains to her students that they are going to be looking carefully at one way that Kevin Henkes makes his writing so interesting. He uses *doing* verbs to show how his characters are feeling or what they are thinking. She opens the book, *Chrysanthemum,* to the page just after the complication stage of the story began.

Mrs. Hernandez: Children, remember when we read the story, *Chrysanthemum*, and how the children teased the main character because of her name? Here it says, "Chrysanthemum wilted." How does Kevin Henkes show how Chrysanthemum is feeling at this point in the story?

Noé: She's sad because they're teasing her.

Vignette 4.2. Discussing "Doing" Verbs in *Chrysanthemum* Designated ELD Instruction in Grade Two (cont.)

Mrs. Hernandez: Yes, she is sad. But Kevin Henkes does not just say, "she's sad," does he? He uses the word "wilted," and he uses this word for a reason. Usually, we use the word "wilt" when a flower is dying and folding over like this. (Mrs. Hernandez acts out the word). Let's say "we're wilting" together and pretend we are flowers wilting. Ready?

Children: (Chorally, while acting out the word) We're wilting.

Ibrahim: That's how Chrysanthemum felt. She felt like a flower that's wilting.

Noé: (Excited). And Chrysanthemum is a flower, too!

Mrs. Hernandez: That's right. So, what you are saying, is that Kevin Henkes did not just tell us "she's sad." Instead, he showed us how she was feeling, and he used a doing verb, *wilt*, to show us. We are going to take a look at some other places where Kevin Henkes uses doing verbs—instead of using adjectives, like *sad* or *happy*—to show how characters are feeling or what they're thinking.

Mrs. Hernandez shows the children a chart she made. In one column, there is a place to record what Kevin Henkes wrote. In a second column, there is a place for the children to record what the text means using *being/having* verbs (*relating*) or *thinking/feeling* verbs (*sensing*). She explains that examples of being/having verbs that relate one piece of information to another are sentences such as "I *am* a teacher." or "I *have* a pencil." Examples of thinking/feeling verbs are "She *thought* it was recess time." or "She *felt* happy." She does not dwell too much on the terms as she will come back to them over the next few weeks.

Mrs. Hernandez continues to model finding instances in *Chrysanthemum* where the author uses doing verbs to show how the characters felt or what they thought. First, she reads the sentence and has the children turn to a partner to discuss what they think the sentences mean. She then asks a few students to share the ideas they discussed with the whole group, and she writes them on the chart. As she writes the sentences, she uses a different color for the verbs in each column.

Using Verbs to *Show* and *Tell*		
Story	What it says in the story Showing with *doing* verbs	What it means Telling with *being/having* and *thinking/feeling* verbs
Chrysanthemum	Everyone *giggled* upon hearing Chrysanthemum's name.	They *thought* her name was funny.
	Chrysanthemum *wilted*.	She *was* very sad.
	Chrysanthemum *walked* to school as slowly as she could.	She *was* nervous about going to school.
	She *loaded* her pockets with her most prized possessions and her good luck charms.	She *didn't feel* safe.

**Vignette 4.2. Discussing "Doing" Verbs in *Chrysanthemum*
Designated ELD Instruction in Grade Two (cont.)**

Mrs. Hernandez: What do you notice about the verbs the author is using, the ones in the left hand column (pointing)?

Noé: The author is showing the characters are doing something. They're not feeling or thinking about it. Over there, it says, "she was sad," and that's describing her, how she feels.

Ana: I want to add on to what Noé said. He—Kevin Henkes—he didn't say she was sad, but he did say it. He said it with showing us what she did, how she acted.

Mrs. Hernandez: Yes, showing us what characters are doing is one way that authors tell us about what the characters are thinking or feeling. It makes their writing more interesting. It's okay to say things like, "she's sad," or "she's nervous," but it makes it more interesting for the reader when the author shows us what the characters are doing instead of just telling us. So, an example of *showing* us is when the writer says Chrysanthemum wilts or she drags her feet in the dirt. An example of the writer *telling* us would be when the author says that Chrysanthemum is sad or nervous. When authors *show* us, we have to really think about what's going on. As *readers*, we have to do the thinking work.

Clara: But when it says "Chrysanthemum *walked* to school as slowly as she could," the verb doesn't just do it.

Mrs. Hernandez: What do you mean? Can you say a little more about that?

Clara: You have to look at the rest, not just the verb. You have to look at where it says, "as slowly as she could." She was walking, but not fast. She was walking slowly because she didn't want to go to school. Because she was so nervous.

Mrs. Hernandez: Great observation, Clara. Yes, you have to look at the verb, but you also have to look at what is around the verb, how the action was happening. Chrysanthemum was walking in a certain way: not quickly, not at a normal pace, but *slowly*. Where it says she was walking slowly, that tells us more about the verb or, in this case, what Chrysanthemum was doing. Over the next couple of weeks, we are going to be talking a lot about different types of verbs and about the words in sentences that give more information about the verbs. Today, we are going to start writing down some of the different types of words we find.

Mrs. Hernandez shows the children another chart, one with four columns representing four categories (or types) of verbs. She writes the verbs that are in each of the sentences putting them in the columns according to their type. The chart Mrs. Hernandez starts follows.

Vignette 4.2. Discussing "Doing" Verbs in *Chrysanthemum* Designated ELD Instruction in Grade Two (cont.)

Verb Chart: Different types of verbs in books by Kevin Henkes			
doing	thinking/feeling	being/having	saying
giggled wilted walked (slowly) loaded	thought didn't feel	was	sighed

Mrs. Hernandez explains that there are still a lot of thinking/feeling and being/having verbs in a story, and there are many *saying* verbs because there is a lot of dialogue in stories, but that today, they are mostly focusing on the doing verbs that show what a character is feeling or thinking. She tells them that they may also find examples of saying verbs that do this. For example, an author may write "she sighed," to show that a character is disappointed or sad. She writes this on the chart as an example.

Mrs. Hernandez tells the children that their next task is to be *language detectives*. She has the students work in groups of three to find other examples in books by Kevin Henkes where he shows how a character is feeling or is thinking by using doing or saying verbs. She gives the triads copies of several Kevin Henkes books, along with a graphic organizer like the one she used to model the task. For each book, some examples have been written in the left-hand column and a space in the right-hand column for students to write their *translations*.

She tells the students that their task is to find a sentence in the text that they think uses doing verbs to to show what a character feels or what a character thinks. Next, the groups of three try to agree on what they will write and record it on the graphic organizer, discussing why the author used the doing verb instead of a being/having or thinking/feeling verb with an adjective. As the students engage in the task, she observes their discussions and provides just-in-time scaffolding when needed. Once the time for the task is up, she calls the students back to the rug to discuss their findings. Mrs. Hernandez asks students to tell her where to place the verbs on the Verb Chart, which she posts in the room along with the Using Verbs to Show and Tell chart, so that children will have models for their own story writing.

Teacher Reflection and Next Steps

At their next collaborative planning meeting with her second-grade teacher colleagues, Mrs. Hernandez shares how the lessons went. She says that although the task was challenging at first, her students were excited about being language detectives, and the groups had lively discussions about the language they discovered in their investigations. In addition, Mrs. Hernandez was pleasantly surprised by how easily and meaningfully her students discussed the ways different types of verbs are used in stories.

Resource

Henkes, Kevin. 2008. *Chrysanthemum.* New York: Greenwillow Books.

Source

Inspired by

Schleppegrell, Mary J. 2010. "Supporting a 'Reading to Write' Pedagogy with Functional Grammar." In *Language Support in EAL Contexts. Why Systemic Functional Linguistics*?, edited by Caroline Coffin (Special Issue of *NALDIC Quarterly*), 26-31. NALDIC, Reading, UK.

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this assessment of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9 of this *ELA/ELD Framework*. Additional information about formative assessment is provided in chapter 8. Importantly, students will not receive the excellent education called for in this *ELA/ELD Framework* without genuine collaborations among those responsible for educating California' children and youth. (See figure 4.22).

Second-grade children are well on the road to discovering what brand new ideas and fresh new language they can explore and express in their reading and writing. They feel pride in consolidating the early literacy skills they have acquired and excitement for the new worlds opening to them in different subjects through language they hear and speak. As they move into third grade, the hope is that these children will encounter new vistas to investigate and academic passions to pursue.

Figure 4.22. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they frequently collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

Grade Three

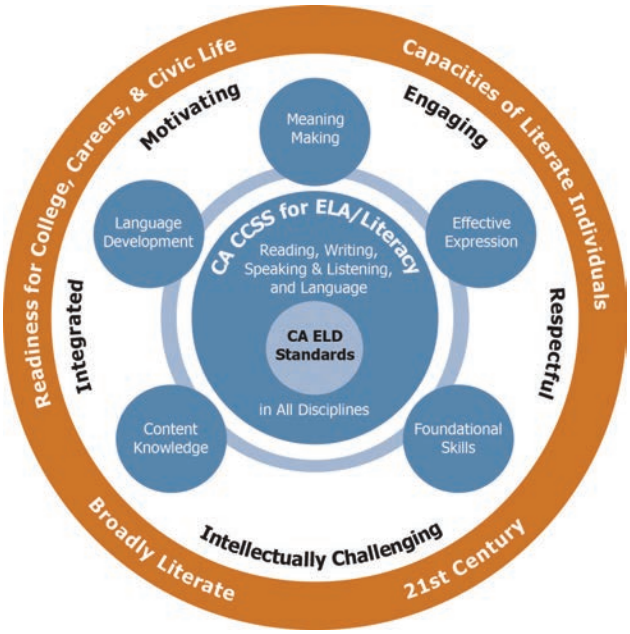
Grade three is an important year as children begin to consolidate their independence in reading and writing and focus increasingly on building content knowledge. They engage with progressively more complex high-quality literary and informational text and continue to develop as communicators. Their vocabularies expand as does their knowledge of language conventions. They work toward achievement of the grade three CA CCSS for ELA/Literacy throughout the day and across the curricula, and they continue to make progress toward the overarching goals of transitional kindergarten through grade twelve ELA/literacy and ELD instruction: Students develop the readiness for college, careers, and civic life; attain the capacities of literature individuals; become broadly literate; and acquire the skills for living and learning in the 21st century. (See the introduction and chapter 2 of this *ELA/ELD Framework*.)

This grade-level section provides an overview of the key themes of ELA/literacy and ELD instruction in grade three. It offers guidance for ensuring ELs have full access to rich ELA and content instruction, including integrated and designated ELD instruction. Brief snapshots and longer vignettes of classroom practice bring several of the concepts to life.

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

Instruction in ELA/literacy should be appropriately challenging, focused on clear objectives, carefully sequenced, and responsive to children's needs. Furthermore, instruction should occur in an inviting and empowering context that sparks children's interests, stimulates meaningful purposes to engage with written language, encourages collaboration and communication among children, and values and acknowledges children's accomplishments. In this section, the key themes of ELA/literacy and ELD instruction are discussed as they apply to grade three: **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. See figure 4.23.

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



Meaning Making

As noted throughout this framework, meaning making is central to each of the strands of the CA CCSS for ELA/Literacy and all parts of the CA ELD Standards. Students read, write, speak, listen, and learn language in all subjects to derive and construct meaning and to communicate their understandings and knowledge with others.

Comprehension of text is of vital importance and is given significant attention in the ELA/literacy program and throughout the curricula. It is the focus of the CA CCSS for ELA/Literacy Standards for Reading Literature and Informational Text. Furthermore, it is the very reason students develop the foundational skills. Without the ability to decode previously unencountered words and to read fluently, children will be unable to appreciate and gain knowledge and pleasure from text. They will miss opportunities for inspiration and entertainment and to learn about their social and natural worlds.

By the end of grade three, children are expected to independently and proficiently read texts at the high end of the grades two and three complexity band (RL/RI.3.10). This requires excellent instruction that provides children the skills to successfully comprehend challenging text. Teachers ensure students use comprehension strategies, such as questioning, predicting, summarizing, and monitoring. (See the meaning making section in the overview of the span in this chapter.) They ensure that students have the requisite decoding skills and that fluency is well developed. They teach and otherwise foster students' vocabulary and their ability to interact meaningfully with complex grammatical and discourse structures.

Teachers analyze texts to determine the challenges their students may encounter, and they provide well-planned instruction to build students' abilities to deal with the challenges. For example, they plan lessons that prompt children to read closely to uncover layers of meaning of a text. These lessons often include an initial reading of a text selection for the purpose of gaining a sense of the topic. Subsequent readings of short sections prompt reading for one or more specific purposes, as appropriate for the text and the learning objective. For example, teachers have students reread a section to identify literal and nonliteral use of language (RL.3.4). They have students return to the text to identify a main idea and a supporting detail (RI.3.2). They have students reread to trace the logical connection between sentences and paragraphs in the selection (RI.3.8). In short, teachers play a crucial role in students' successful interactions with challenging text and students' progress toward independence with increasingly complex text.

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Teachers also engage students in writing practices that have been demonstrated to improve reading comprehension. In their summary of the research on the effect of writing, Graham and Hebert (2010) identify the following as having a significant impact on comprehension:

- Writing an extended response to a text, either a personal reaction or analysis and interpretation
- Writing a summary about a text
- Taking notes about a text

- Receiving writing instruction, such as sentence combining
- Increasing the amount of writing, such as writing about self-selected topics or topics chosen in collaboration with peers, writing to pen pals, and journal writing

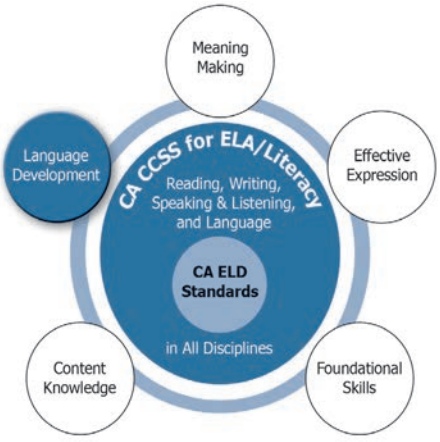
In addition, teachers recognize that comprehension of text is highly dependent upon children's knowledge of the world, just as it is dependent upon their academic language repertoires and decoding skills. Thus, content area instruction, including rich hands-on experiences and investigations, is also a high priority in California's classrooms. Informational and literary texts read aloud to students, made available for independent reading, and used for literacy and content instruction are carefully selected to build on themes and concepts addressed in the grade-three curricula. The curricular themes/topics addressed in some of the content areas in grade three include the following:

- History–Social Science Content, Continuity and Change: Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society. (California's History–Social Science Content Standards).
- Science for Grade Three: Students focus on Disciplinary Core Ideas, including from molecules to organisms: structures and processes; ecosystems: interactions, energy, and dynamics; heredity: inheritance and variation of traits; biological evolution: unity and diversity; earth's systems; earth and human activity; motion and stability: forces and interactions; engineering design; and Topics, including inheritance and variation of traits: life cycles and traits; interdependent relationships in ecosystems; weather and climate; forces and interactions; and engineering design. (California's Next Generation Science Standards).
- Visual and Performing Arts for Grade Three: Students learn about and engage in dance, music, theatre, and the visual arts, including historical and cultural contexts. (California's Visual and Performing Arts Content Standards).

Importantly, teachers also know that motivation and engagement impact meaning making. They provide students with choices of texts and tasks, ensure they share texts worth reading, and enact the recommendations presented in figure 4.2 at the beginning of this chapter.

Language Development

Students learn academic language as they engage with texts, participate in investigations and hands-on experiences, and discuss ideas and concepts. They are taught to determine the meaning of words and phrases as they are used in literature and to distinguish literal from nonliteral language (RL.3.4). They also learn to determine the meaning of general academic and domain-specific words and phrases in informational texts (RI.3.4).



Students learn the following strategies for determining or clarifying unknown or multiple-meaning words in the context of grade-three texts and subject matter:

- Use sentence-level context as a clue to meaning. (L.3.4a)
- Determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4b)

- Use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4c)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4d)

They are provided many opportunities to use new vocabulary (L.3.6) as they interact with peers and others about topics they are learning.

Students acquire new vocabulary through a multifaceted vocabulary instructional program, one that ensures extensive exposure to language, fosters word consciousness, teaches some words directly, and teaches word learning strategies, such as using morphology, context, and reference materials (e.g., dictionaries).

Students acquire new vocabulary through a multifaceted vocabulary instructional program, one that ensures extensive exposure to language, fosters word consciousness, teaches some words directly, and teaches word learning strategies, such as using morphology, context, and reference materials (e.g., dictionaries). They read a wide variety of materials and genres and continue to listen to text read aloud.

In additional to enlarging their vocabulary, third-grade students broaden their grammatical and discourse level understandings, which include awareness of how different text types are organized and the type of language (including linking words and phrases) are appropriate for constructing these different text types (W.3.1–3). Importantly, students in grade three continue to develop language awareness and use their growing knowledge of language when writing, speaking, reading, or listening to choose words and phrases for effect (L.3.3a). See chapter 2 of this *ELA/ELD Framework* and elsewhere in this chapter for additional guidance on language development.

Effective Expression

Writing, discussing, and presenting are means by which students express themselves—their knowledge, understandings, opinions, responses, and dreams. Effective expression, which includes the use of language conventions, is a significant focus of every grade level, and students in grade three receive systematic instruction along with ample opportunities to engage in meaningful activities that demand these forms of expression.

Writing

At least one hour a day should be devoted to writing in grade three, according to a panel of experts that examined the research on effective writing instruction (Graham, and others 2012). Students are provided systematic instruction in the techniques, strategies, and skills of writing for about half of the time; the other half occurs as students write throughout the day in multiple contexts and content areas (including history–social science, science, visual and performing arts, mathematics, health and so on). The call for an integrated curriculum is realized in part when students write in each content area to record, convey, and discover their understandings.

Students in grade three continue to write for a variety of purposes: to express opinions, share information, or provide explanations, and to tell real or imagined stories. More attention is given to organization and detail than in previous grade levels. Teachers provide models in the form of mentor and original texts and thoughtful instruction and guidance.

In addition, students in grade three learn more about the writing process as they plan, revise, and edit their work in response to feedback from adults and peers and based on their own self-reflection on their writing. Students are taught that writing is not merely talk written down. They also learn that writing involves much more than putting words on a page and moving on to the next task. They learn to prepare for writing by gathering information, brainstorming ideas, organizing their ideas, and writing a draft. They share preliminary drafts with teachers and peers and use feedback and suggestions, as well as self-assessment based on established criteria, to revise their work. They rewrite their work, perhaps reorganizing, revising, and refining it, using different word choices or sentence structures, or including different ideas to strengthen their product. They edit their work, correcting spelling, punctuation, capitalization, and grammar as necessary. Some of their work is published in class books, posted on the class Web site, displayed on a classroom or hallway wall, or included in a digital or paper school newsletter to families. Some writing is performed aloud.

As they learn about the writing process, grade three students are taught how to review one another's work and how to give and receive constructive feedback. First and foremost, the focus of peer feedback is on the substance of the work, not the proper use of conventions (although students will notice that use of conventions contributes to communication).

As they learn about the writing process, grade three students are taught how to review one another's work and how to give and receive constructive feedback. First and foremost, the focus of peer feedback is on the substance of the work, not the proper use of conventions (although students will notice that use of conventions contributes to communication). For example, teachers may, after modeling, solicit positive and specific comments from students about a peer's draft that was read aloud to the class or displayed using a document camera. Teachers may ask for specific compliments about the opening, asking the author to reread it to the group. Or, teachers may ask the students to comment on interesting vocabulary in the work, or how the work made them feel. Engaging students in partner sharing, teachers may provide a form on which students respond to questions about their peer's work: What did you especially like about the work? What sentence was most interesting or powerful? What did you learn from the work? Eventually, students may be guided to offer constructive suggestions: What would you like to see added? What might be explained differently? Give one specific suggestion to the author.

Using evidence to make a point and following a line of argumentation in texts or other forms of communication are crucial abilities in college, careers, and civic participation. Acquisition of this skill—that is, using and seeking evidence for a position—begins in the elementary years.

Writing Standard 1 for grade three calls for students to "Write opinion pieces on topics or texts, *supporting a point of view with reasons*" (italics added). The ability to provide reasons for opinions in the elementary years contributes to the achievement of one of the capacities of literate individuals discussed in the introduction to this framework: They value evidence. Using evidence to make a point and following a line of argumentation in texts or other forms of communication are crucial abilities in college, careers, and civic participation. Acquisition of this skill—that is, using and seeking evidence for a position—begins in the elementary years.

In grade three, students are expected to learn keyboarding skills. Fluency with keyboarding frees students to devote more time to their ideas and the effective expression of those ideas. In fact, word processing makes

engaging in the writing process easier as students can delete, cut and paste, and move text (Graham, and others 2012). (See also discussion in the section on language conventions in this chapter.)

Figure 4.24 presents an informative/explanatory text written in class by a third grader (NGA/CCSSO 2010: Appendix C), followed by an annotation. Examples of other types of writing, specifically a narrative work and an opinion work, with annotations also are available in Appendix C of the CCSS and at EdSteps (Invalid link removed Jun 27, 2017), a site established by the Council of Chief State School Officers.

Formative assessment of student writing is crucial as it provides valuable information that informs immediate and subsequent instruction. Teachers use what they observe about students during instruction to provide scaffolds and adjustments in the moment. That is, they may provide additional explanation and examples, ask probing questions, or break a task into smaller steps if students are experiencing difficulties. Or, they may expand options or add complexity to demands of the task if students demonstrate a preparedness for more challenging work. Teachers also use information gleaned during conferences with students or upon review of their written work. See the overview of the span in this chapter for more on these topics.

Formative assessment of student writing is crucial as it provides valuable information that informs immediate and subsequent instruction. Teachers use what they observe about students during instruction to provide scaffolds and adjustments in the moment.

Figure 4.24. Grade Three Writing Sample

Horses
by Gwen

Why I Chose This Animal

I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families

A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse

Markings

A star is a little white diamond on hte forelock. The forelock is a horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the while line on it face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats

Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes,tails,and legs. Whites are white all over.

Breeds I Like

I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

Horses from Different Countries

Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.

Horse Movement

A horse can walk, trot, canter, and gallop. A trot is kind of like a skip. A canter is like a fast skip. And a gallop is like running.

Friendly Horses

Horses can be great friends. Some horses can be dangerous. Most horses are very lovable.

Foals

Baby horses are called foals. When a foal is ready to be born, the mare(the mother horse) lies down. As soon as the foal is born it struggles to break out of the membrane sack. When the foal breaks out of the sack it breathes on it's own. Foals are born with their hooves first and head last. They drink their mother's milk until they're nine to ten months old.

How Long a Horse Lives

They live about 12 to 14 years.

Horses Habitat

You usually find horses in a barn. Some horses are wild. You can find horses on ranches too.

What Horses Eat

Horses eat hay, grass, barley, and oats. The best food for a tired horse is oatmeal. Don't give a young horse too much oatmeal, it makes them too hyper. Horses love carrots, apples, molasses and sugar cubes. A block of salt gives the horse important minerals and makes them thirsty so the will drink enough water.

The Most Dangerous Horse

The most dangerous horse is the Percheron. Some people cannot pronounce that so they call them war horses. It is only dangerous if it is a wild horse. If it is wild it can kill you in 7 to 8 minutes. If it is trained ti is nice like any other horse.

The Fastest Horse

The fastest horse is the wild stallion. If you thought , like I did that the Wild stallion was really dangerous you were wrong. A wild stallion can kill you but it could take up to one hour.

The First Horses

The first horses were no bigger than a fox and looked like a donkey. They had short tails and small ears. These horses lived millions of years ago, but now they are extinct. The only way we knew there were horses like that was because the first humans (our ancestors) painted these horses on ancient cave walls. These horses lived in North America and over the years they changed into the horses we know now.

Horse Survival

Most horses live on farms or ranches, but some horses are wild. Wild horses can survive hard weather and they graze on hills, marshes and grasslands. These days wild horses are very rare. People work to keep these wild horses free.

My Description of a Horse

A horse is a mammal because it has fur, drinks milk and their babies are born alive. They have four legs and hooves. They have beautiful long manes and tails.

I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!

Annotation

The writer of this piece:

- Introduces a topic.
  - *I chose horses because I like to ride them. . . . Horses are so beautiful and fun to ride.*
- Creates an organizational structure (using headers) that groups related information together.
  - *Horse Families; Markings; Breeds and Color Coats; Horses from Different Countries*
- Develops the topic with facts and details.
  - *Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.*
  - *A horse can walk, trot, canter, and gallop.*
  - *They [horses] live about 12 to 14 years.*
  - *The most dangerous horse is the Percheron.*
- Uses linking words and phrases to connect ideas within categories of information.
  - *I like Morgans because they have a beautiful reddish-brown coat.*
  - *When a foal is ready to be born, the mare (the mother horse) lies down.*
  - *The first horses were no bigger than a fox and looked like a donkey.*
  - *Most horses live on farms or ranches, but some horses are wild.*
- Provides a concluding section.
  - *I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!*
- Demonstrates growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C*, 18-21. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Teachers carefully examine their students' writing to determine each student's achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work. Teachers of EL children also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

Discussing

Students continue to develop and refine previously-acquired discussion skills and behaviors. They follow agreed-upon rules, seek clarification when necessary, and articulate their ideas clearly. They are respectful, listening carefully to one another and valuing all contributions. At the same time, they feel comfortable disagreeing and expressing opinions or interpretations that differ from those of their peers.

In grade three, a new focus is on preparation for discussions. That is, students come to discussions prepared and they draw on that preparation to contribute to the conversation (SL.3.1a). In

addition to having read or otherwise engaged with any required material or content, preparation may include the following:

- Drawing a picture that reflects an important point or theme and using the picture as the springboard for discussion
- Recording reactions, points needing clarification, main ideas, or questions in a log and using the notes during the discussion
- Using sticky notes to tag different sections of a text, such as those that are confusing, interesting, or that support an interpretation
- Writing in a double entry journal in which in one column they record key content from a learning experience or quotes from a text and in a second column, across from each entry, they write their reactions or thoughts

Children in grade three continue to build their skills as presenters in order to communicate information of importance and interest. They engage in Readers Theater and other forms of formal spoken expression to practice effective expression and learn to savor the spoken word.

Students refer to their prepared materials during their group discussion. However, the intention is not that they have a simple *share around*, in which each person in turn shows what he or she has done to prepare but no discussion ensues. Rather, students use their materials as prompts for their discussions. They share, explain, and elaborate on their thinking. They question and build on one another's comments. They engage in collaborative exchanges.

Discussions occur in pairs, small groups, and the whole group. Some are teacher-led, and some are peer-led. Many discussions are quick, and some are longer in duration. Discussions occur at different points in a text or learning experience: before, during, and after.

Presenting

Children in grade three continue to build their skills as presenters in order to communicate information of importance and interest. They engage in Readers Theater and other forms of formal spoken expression to practice effective expression and learn to savor the spoken word. They plan and deliver a formal informative/explanatory presentation that organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion (SL.3.4a). They create audio recordings that demonstrate fluid reading at an understandable pace and they add visual displays to emphasize or enhance certain facts or details (SL.3.5). Grade three students should have many opportunities to give a variety of presentations, especially those of their choice, to diverse audiences.

Using Language Conventions

Children in grade three continue to learn and apply language conventions in order to communicate effectively in speaking and writing. See figure 4.25 for the conventions learned in grade three. Children encounter these conventions in books they read, teacher modeling, sentence frames, and read alouds. They are an explicit part of instruction, and students apply the conventions in their writing and speaking in rich and meaningful contexts. They deepen their understandings of the ways to use conventions to craft messages that are appropriate for particular purposes and audiences.

In grade three, students learn cursive (or joined italics) writing through instruction in letter formation and connections. They practice and refine their developing skill in authentic writing activities. Legible handwriting not only allows students to read their own work but to read others' work.

In grade three, students learn cursive (or joined italics) writing through instruction in letter formation and connections (L.3.2j). They practice and refine their developing skill in authentic writing activities. Legible handwriting not only allows students to read their own work but to read others' work. In grade three, students also begin to acquire keyboarding skills (W.3.6); keyboarding is given more attention in grades four and five. Importantly, as noted in the grade-two discussion, the more the mechanics of writing (that is printing, cursive, and keyboarding) become effortless, the more students can focus on developing and communicating their ideas (Graham, and other 2012).

Spelling instruction focuses on word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts. See spelling discussions in the overview of the span and the grade-two sections of this chapter.

Figure 4.25. Language Conventions in Grade Three

Language Standard 1 (conventional grammar and usage in speaking and writing)	Language Standard 2 (conventional capitalization, punctuation, and spelling in writing)
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. k. Use reciprocal pronouns correctly.	a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Content Knowledge

Children in grade three engage in rich hands-on investigations, discussions, and explorations of grade-level content. They continue to exercise their independence in reading to explore interests and learn content in a variety of disciplines. As a part of both independent reading and content instruction children read books that broaden their understanding of the world around them. They select books and other text materials, including digital resources, which pique their interest and spur sustained focus. See figure 4.26 for examples of books in social studies appropriate for grade three. (See also the section on wide and independent reading in chapter 2 for a discussion.)

Figure 4.26. Books Related to Social Studies for Grade Three

People Who Made a Difference (social studies, writing, biography)

DK Biography: Marie Curie by Vicki Cobb (2008)

DK Biography: Gandhi by Primo Levi (2006)

DK Biography: Harriet Tubman by Kem Knapp Sawyer (2010)

Galileo for Kids: His Life, Ideas, and 25 Activities by Richard Panchyk (2005)

DK Biography: Gandhi by Primo Levi (2006)

History for Kids: The Illustrated Life of Alexander Graham Bell by Charles River Editors (2013)

Nelson Mandela: Long Walk to Freedom by Chris van Wyk (Ed.) (2009)

Odd Boy Out: Young Albert Einstein by Don Brown (2008)

Pocahontas: Young Peacemaker by Leslie Gourse (1996)

Extensive Biography Series for Kids:

DK Biography

For Kids Series

Getting to Know the World's Greatest Composers

Giants of Science

History for Kids

Picture Book Biography

Children write about what they read on a regular basis and in connection with independent research topics and subject matter experiences. Content instruction is an important part of the instructional day in grade three not only for the knowledge and skills students gain, but also because children use, and thereby strengthen, their reading, writing, discussing, and presenting skills in a range of meaningful contexts.

Foundational Skills

In grade three, children continue to develop phonics and word recognition skills, reading and writing increasingly complex words accurately and effortlessly. They have many opportunities to practice using their skills with a range of texts.

Phonics and Word Recognition

Through both decoding and spelling instruction, children continue to learn that reading and writing words are not processes of rote memorization. They learn about what is regular and predictable in written English, further developing their knowledge of letter patterns, syllable types (described in the overview of the span in this chapter), and word parts, such as prefixes and suffixes. This knowledge supports decoding, spelling, and comprehension. Children are provided instruction that allows them to explore the patterns and structures (e.g., syllables and affixes) in written language in addition to explicit instruction and opportunities for practice in grade-appropriate text (Moats 2005–06).

By the end of grade three, children know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text (RF.3a–d). See figure 4.27.

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

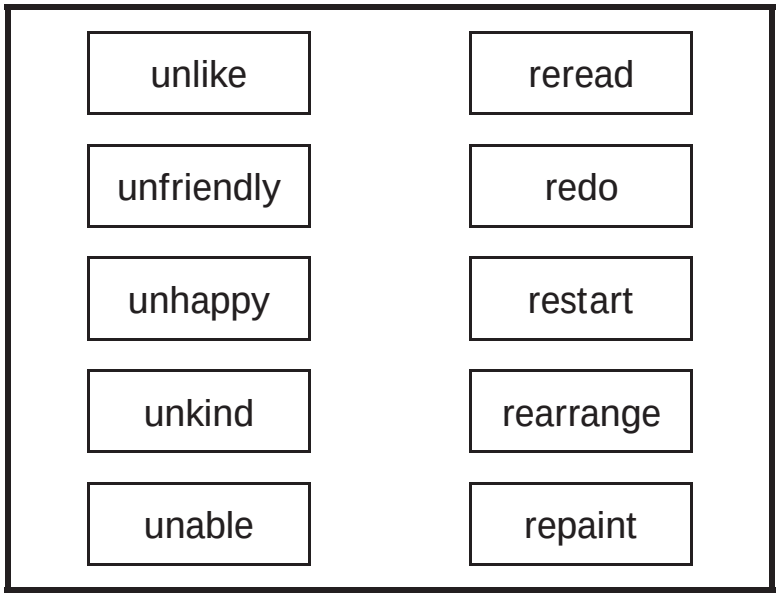
Standard 3	Example
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	When children see the prefix *re-* in the printed words *redo* and *restart*, they indicate that it means "again," so that *redo* means "do again" and *restart* means "start again." When they see the derivational suffix *-ful* at the end of the word *beautiful*, they indicate that it means "full of" or "characterized by" so that *beautiful* means to be "full of beauty." (The addition of derivational suffix also changes the part of speech: *beauty* is a noun; *beautiful* is an adjective.) Common prefixes include *re-, un-, pre-,* and *dis-*. Common derivational suffixes include *-ful, -ly,* and *-less.*
b. Decode words with common Latin suffixes.	When children see the suffix *-able* at the end of the printed words *predictable*, they indicate that it means "able to be or do," so that *predictable* means "able to be predicted." (The addition of the derivational suffix also changes the part of speech: *predict* is a verb; *predictable* is an adjective.) Common Latin suffixes include *able, -ible* and *-ation*.

Standard 3	Example
c. Decode multisyllable words.	When children see the multisyllable word *unavoidable*, they identify the prefix *un-*, the root word *avoid*, and the suffix *-able*. They pronounce each and blend them together to form the word. With repeated practice decoding multisyllabic words, they develop automaticity with the process.
d. Read grade-appropriate irregularly spelled words.	When children see the printed word *laugh*, they recognize it, know what it means, and can pronounce it accurately. With repeated exposure, including in meaningful contexts, they develop automaticity with the word.

Instruction may include building words, described in the grade-one section of chapter 3 in this *ELA/ELD Framework* and in the grade-two section of this chapter. It also may include sorting words: children examine a set of carefully selected words, and then sort them according to a letter pattern. They identify the pattern and, importantly, the principle that governs them.

Figure 4.28 shows how sorting can be used to support word recognition and comprehension of affixes. Words with the common prefixes *un-* and *re-* are sorted into columns by students. They read the words aloud, identify the prefix, define the words, and determine the meaning of each prefix.

Figure 4.28. Cards Sorted by Prefix



Decoding multisyllabic words is given considerable attention in this grade (and in the grades four and five span), differentiated as appropriate. Teachers build on the skills students acquired in grades one and two to decode two-syllable words and teach them to decode longer words (RF.3.3c), as well as to write multisyllabic words using knowledge of syllable patterns (L.3.2f).

The following strategies are examples of the type and progression of explicit instruction that can be used to support students' skill in decoding multisyllabic words (based on O'Connor 2007). Effective use requires that teachers are knowledgeable about the structure of language.

Decoding multisyllabic words is given considerable attention in this grade (and in the grades four and five span), differentiated as appropriate. Teachers build on the skills students acquired in grades one and two to decode two-syllable words and teach them to decode longer words, as well as to write multisyllabic words using knowledge of syllable patterns.

- Review decoding compound words (such as *doghouse*, *playground*) as each syllable (being a word) will be more readily recognized. Have students look for and identify the two familiar smaller words in the larger word.
- Have students look for inflectional endings (such as *-ing* in *playing* and *-est* in *oldest*), cover them, read the remaining word, then read the entire word. Begin with words that do not involve spelling changes, such as *raining* as opposed to *taking* in which an *e* is dropped from the base word when the ending is added.
- Have students look for a final *-le* in a word (such as *puzzle*), cover it, read the remaining syllable, and then read the entire word. Begin with words that contain the double consonant, then use words that use an open vowel (such as *maple*) and words that contain two different consonants at the syllable juncture (such as *tumble*). (See figure 4.11 in this chapter for a description of syllable patterns.)
- Have students look for affixes (see L.3.b) in a word (e.g., *un-* and *-able* in *unreadable*), cover them, read what remains, then read the entire word. Alternatively, have students look for a familiar root word first (e.g., *bend* in *unbendable*), read it, then add any affixes or inflectional endings. Begin with words that do not involve spelling changes (such as *y* changing to *i* in *happiness*).
- Have students identify the number of vowels in a word, underlining or circling them, then determine whether any are vowel teams. Break the word into syllables based on the vowels (and knowledge of syllable patterns, such as closed and open syllables [L.2.f]; see figure 4.11). Decode each syllable, blend the syllables together, and determine whether the word sounds right.

Children are taught to monitor their understanding as they decode unfamiliar words in text. They learn that contextual analysis can be used to verify the accuracy and fit of the word in the sentence (RF.3.4c). In other words, when they decode, they ask themselves whether the word is a real word and whether that real word makes sense in the sentence and overall context. Contextual analysis necessitates that children attend to meaning while reading and that they have a sufficiently large vocabulary in order to recognize a word once decoded. Thus, comprehension and vocabulary contribute to children's ability to check for decoding accuracy.

Fluency

As children continue to read increasingly complex text, they continue to work on building fluency so that cognitive resources are devoted to meaning. Fluency encompasses accuracy, rate (which demands automaticity), and prosody.

As children continue to read increasingly complex text, they continue to work on building fluency so that cognitive resources are devoted to meaning. Fluency encompasses accuracy, rate (which demands automaticity), and prosody. Data from an extensive study of oral reading fluency revealed the mean words read per minute by students in grades one through eight in unpracticed readings from grade-level materials (Hasbrouck and Tindal 2006). Figure 4.29 presents the means for grade three. The researchers recommended that students scoring more than ten words below the 50th percentile be provided more extensive instruction in fluency. Fluency rates should be

interpreted cautiously with students who are speakers of languages other than English. Fluency rates are particularly difficult to apply to students who are deaf and hard of hearing who use American Sign Language. When students storysign, they are actually interpreting the story from a one language (printed English) to another (American Sign Language). In this case, fluency rates as listed below do not apply.

Figure 4.29. Mean Oral Reading Rate of Grade Three Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90 75	128 99	146 120	162 137	1.1 1.2
50	**71**	**92**	**107**	**1.1**
25 10	44 21	62 36	78 48	1.1 .8

*WCPM = Words Correct Per Minute **Average words per week growth

Source

Hasbrouck, Jan, and Gerald A. Tindal. 2006. "Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers." *The Reading Teacher* 57: 646-655.

Although rate is important, in part because it indicates skill with decoding and automaticity, the goal of fluency instruction is not speed for its own sake. The goal is to develop automaticity with accuracy (in addition to prosody) so that attention is given to meaning. Racing to read may result in loss of comprehension. Rate should be appropriate for meaning making. Some text will be read aloud more slowly than other text intentionally.

Fluency is supported in grade three as teachers continue to read aloud to children regularly. (They also read aloud, as noted previously, to build children's knowledge, expose them to a variety of text types, and enrich their vocabulary.) Third-grade students also engage in activities that prompt rereading of text. They rehearse for Reader's Theatre presentations, choral renderings of favorite poetry, sharing their own writing, and recording text for others (such as younger children). Rehearsal involves repeated reading with a focus on accuracy, appropriate rate, and expression. Most important, grade-three students have daily opportunities to engage in independent reading of text that is not too simple or too challenging.

An Integrated and Interdisciplinary Approach

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

Snapshot 4.6. Sharing Powerful Passages from *Ninth Ward* Integrated ELA in Grade Three

Third graders are completing their reading of a chapter in the book *Ninth Ward* by Jewell Parker Rhodes (2010), which is about a young girl's extraordinary resilience during Hurricane Katrina. The Coretta Scott King Honor Book is unlike any they have read before, and their teacher, Miss Singer, is pleased that the school was able to purchase a class set. She asks th e students to revisit the just-read chapter to independently select a "powerful passage," one that they found compelling for any reason (e.g., they liked the author's choice of words; they were amused by a mental image the text evoked; they were moved by the description of character's reaction to an event). She tells them that after they select their passage, they should rehearse reading it aloud and prepare a rationale for choosing the passage because they will share their passage with others

The students are given a few minutes to make their selections. Some are torn about which passage to select, and they turn the pages back and forth several times to examine different passages. Then, choices made, they are given a few more minutes to rehearse their selections. They are encouraged to mumble-read the passages to themselves several times in preparation for sharing with peers, thus building fluency with the selection. As they independently rehearse, Miss Singer circulates around the room, stopping to check on students whom she believes may need support with a few words or with phrasing. The children also prepare to tell about the reason for their choice.

Next, because Miss Singer wants to ensure that students share with partners other than their closest friends or tablemates, she has the students form an "inside-outside circle" (two circles, one inside the other). Facing someone in the other circle, students each read their passage to their partner and discuss the reasons for their selections. Students are encouraged to probe their peers for more information about the meaning of the passage or for clarification about their rationale for selecting the passage. At the signal, the students in the inside circle each move one step to their left so they now stand across from a different classmate. They again read aloud and explain their choices. They are given a few more opportunities to face new peers before being asked to return to their desks. Miss Singer knows the children likely will become more fluent with the passage with each rereading and she has observed in the past that students' explanations become more elaborate as they share with new partners. Furthermore, she knows the opportunity for students to ask and answer one another's questions will contribute to meaning making.

Miss Singer facilitates a whole class discussion where she invites comments about students' observations of the selected passages and the explanations offered by their peers. What did the passages or explanations have in common? What did they think of the selections? Did their explanations change in any way during the process of sharing multiple times? Students respond enthusiastically and express an eagerness to read the next chapter of the book.

Resource

Rhodes, Jewell Parker. 2010. *Ninth Ward.* New York: Little, Brown and Company.

Snapshot 4.6. Sharing Powerful Passages from *Ninth Ward* Integrated ELA in Grade Three (cont.)

CA CCSS for ELA/Literacy: RF.3.4b; SL.3.1, 4
CA ELD Standards: ELD.PI.3.1, 5, 6
Related CA Model School Library Standard:
3-4.3a Listen to, view, and read stories, poems, and plays.

Source

Adapted from

Yopp, Hallie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students with Literary and Informational Text.* 6th ed. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, New York.

Snapshot 4.7. Biography Tableaux of American Heroes Integrated ELA, History–Social Science, and Theatre in Grade Three

After reading and listening to short biographies of American heroes, including Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Cesar Chavez, Biddy Mason, and Harriet Tubman, small groups of third-grade students select one of the individuals for focused study. The students revisit and reread portions of the relevant text and work together to identify major events from the person's life. With assistance from their teacher, Mr. Jordan, they summarize and list the events on a chart. The students then select two of the events to represent in a morphing tableau and present it to the class.

The group that reviewed Biddy Mason's biography note her years in slavery, first in Georgia and later in California, her emancipation by a U.S. District Court judge in Los Angeles in 1856, and her early work as a midwife. After buying her first home, Mason grew increasingly wealthy through shrewd real estate investments. In the latter half of the 19th century, Mason's home became a refuge for migrants to the area and she began to dedicate her time and resources to meeting the needs of those less fortunate. The students decide to depict Mason's work as a philanthropist in Los Angeles, including her visits to local prisons and her support of local churches in both white and black communities (such as the oldest Black church, the First African Methodist church) in their morphing tableau. Students identify the figures that will appear in each tableau, determine who will play each role, and problem-solve how to depict the events. They choreograph their tableau and the transitions from one scene to another, and they rehearse this choreography to ensure the messages are clear and the transitions smooth. With one another, they also prepare and practice several times what they will say about their character and the activity depicted in each scene of the tableau. Mr. Jordan supports each group as he observes and provides feedback during their rehearsals.

The day of the performance, each group introduces its tableau by sharing the name of the hero. They strike their first pose and the teacher invites the audience to comment on the tableau. What do they see? What do they think is happening based on their knowledge of the figure and events in his or her life? The teacher then taps each of the performers on the shoulder, one at a time, and the students turn to the audience and tell them who they are and what they are doing in the tableau. Speakers return to their poses. Then the performers slowly transition, or morph, from their first pose to their second. The audience again comments and the performers share. The class applauds the performance and the next group presents.

Snapshot 4.7. Biography Tableaux of American Heroes Integrated ELA, History–Social Science, and Theatre in Grade Three (cont.)

CA CCSS for ELA/Literacy: RI.3.2–3; SL.3.1, 2, 4, 6; L.3.1, 3, 6

CA ELD Standards: ELD.PI 1, 4, 9, 12; ELD.PII 3, 4, 5

Related CA History–Social Science Content Standard:

3.4 (6) Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

Related Visual and Performing Arts Content Standards:

Theatre 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the five Ws.

Theatre 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

Snapshot 4.8. Research to Create a Bird Nesting Environment Integrated ELA, Science, Math, Theatre, and Visual Arts in Grade Three

When Mrs. Shapiro greeted her students at the door one Thursday morning, Grace interrupted what she was telling her friends to share her important news with the teacher. Two birds were building a nest in the hanging basket on her apartment balcony! Grace and her mom had observed the birds depositing string, leaves, and small twigs into the basket over the past two days and concluded that they must be engaged in nest building. Mrs. Shapiro was just as excited as the students, and when they were all settled in the room, she invited Grace to tell them more. As Grace discussed her observations, the students showered her and one another with questions: What kind of birds are they? Are they going to have babies? Has she seen eggs? Will the birds stay there forever? Have other students seen nests at or near their homes? Have birds ever built nests at the school?

Mrs. Shapiro decided to capitalize on the students' interest in the birds' behavior and suggested they do a little research to find the answers to their questions. The timing was perfect because they were about to begin a science unit on the growth and development of organisms. She quickly turned on her laptop and started listing the questions the students were generating and projected them for everyone to see. Then she asked if the students wanted to study birds and explore the conditions required for nest building. Maybe they could establish a safe area for birds in their classroom patio garden. The response was unanimous: Everyone wanted to learn about birds and create an inviting nesting environment in the garden.

With Mrs. Shapiro's help, the students made decisions about tasks to undertake. One group volunteered to develop, conduct, analyze, and display the results of a survey of students in the school to learn whether birds were building nests in their yards. Any respondent who said yes would be asked follow-up questions and requested to provide a picture of the nest, if possible—without disturbing it, of course! Another group agreed to learn about birds that live in the local area. They would conduct Internet research and also talk to the education coordinator at a local university arboretum and invite him to speak to the class. In addition, they would ask students to observe the school yard and report the birds that they observed as well as their numbers. Other students would join Mrs. Shapiro and the teacher librarian in the school library to sift through texts and media about birds and gather relevant information.

Snapshot 4.8. Research to Create a Bird Nesting Environment Integrated ELA, Science, Math, Theatre, and Visual Arts in Grade Three (cont.)

As they conducted their research, the students kept notes in their science journals and periodically reported their findings to the whole group. They learned about birds native to the area, and Grace was able to identify the birds on her balcony from images her classmates found on the Internet. The students observed and sketched nests the teacher borrowed from the district's curriculum lab. They studied the school environment and discovered that their patio provided appropriate shelter and protection for birds and that nest materials, such as tree and plant litter, were available. However, they did need to do something about providing a source of water. Soon, they were designing a bird bath that could be placed in the garden. The students wanted the bird bath to be large enough so several birds could drink and bathe at the same time. They also read that it needed to be shallow. And they insisted that there be a stand with multiple perches nearby. They looked for ideas on the Internet and sketched a plan. With the help of several parents, they constructed a stand for a large water basin and a perch and placed them both in the garden. The students established a procedure for keeping the water clean and full.

With their project completed, the students eagerly watched for activity in the patio. Because they wanted to ensure that students in other classrooms were aware of and respectful of their work and would not disturb any potential feathered guests, they composed rules and posted them in the garden. They urged school-wide cooperation. They also wrote scripts, rehearsed their parts, and produced short videos that documented their work. Rubrics elaborating what qualities were expected for scripts and videos helped guide students as they worked and were also useful for peer and self-evaluations. Finally, they shared their videos with students in other classrooms

CA CCSS for ELA/Literacy: RI.3.5, 7; W.3.3–5, 7–8; SL.3.1–2, 4, 6; L.3.1–2, 6

Related CA CCSS for Mathematics:

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories . . .

MP.5 Use appropriate tools strategically.

Related CA Next Generation Science Standards:

Performance Expectations

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

3–5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Science and Engineering Practices

Asking Questions and Defining Problems

Planning and Carrying Out Investigations

Constructing Explanations and Designing Solutions

Obtaining, Evaluating, and Communicating Information

Related CA Visual and Performing Arts Content Standard:

Theatre 2.1 Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.

Visual Arts 1.1 Develop and describe rhythm and movement in works of art and in the environment.

Snapshot 4.9. Creating a Classroom Constitution
Integrated ELA and History–Social Science in Grade Three

Each year, Ms. Barkley begins the school year by welcoming her students and orienting them to the culture and organization of the classroom. In collaboration with the children, she creates a class list of norms everyone would like to observe in the classroom and beyond. These norms include rules and consequences for behavior. This year she decides to use the rule-making process as an opportunity to develop students' civic knowledge, skills, and dispositions. She wants them to understand the democratic principles of our American way of life and to apply those principles, as informed and actively engaged citizens of their classroom, to create a class set of rules they will agree to adhere to. She engages students in a unit of study that begins with a lively class discussion about the importance of rules and laws by asking:

- *What are rules? What are laws?*
- *Why are rules and laws important?*
- *What would happen if there were no rules or laws?*
- *Who makes the rules and laws in school, in our city, our state, and our nation?*
- *Who decides what the rules and laws are?*

From there, Ms. Barkley launches students into close readings of children's versions of the U.S. Constitution and informational texts about the Founding Fathers. They will learn about and discuss the reasons for the U.S. Constitution; the democratic principles of freedom, justice, and equality; and the role and responsibility of government to represent the voice of the people and to protect the rights of individuals. They also will learn about the individual rights of citizens and the responsibility of citizens to be engaged, informed, and respectful of others. Ms. Barkley knows that these ideas and concepts are laying the groundwork for students to understand the foundations of governance and democratic values in a civil society. It will also inform their thinking to create a Classroom Constitution as young, engaged citizens in a way that is relevant to children in the third grade.

As they read and discuss the texts, Ms. Barkley asks students questions such as the following:

- *Why was it important for the Founding Fathers to write the Constitution?*
- *Why is it important to have rules and laws?*

Ms. Barkley invites students to apply their learning to their real-world classroom setting. She explains that just as the Founding Fathers created a Constitution to establish the law of the land, the students in her class will work together to write a Classroom Constitution to create a safe and supportive environment where everyone can learn. She asks students to begin by working individually to think about the kinds of rules they would like to see observed in their classroom and to write these ideas in a list. She also asks them to think about what they read about the principles of the U.S. Constitution and consider why the rules they are listing are important for upholding the kind of behavior that will create a positive classroom culture and what should happen to that culture if the rules are broken. Afterwards, members of each table group records their individual ideas in the following group graphic organizer.

Snapshot 4.9. Creating a Classroom Constitution Integrated ELA and History–Social Science in Grade Three (cont.)

What is the rule?	Why is it important to have this rule?	Is this rule Constitutional? Does this rule uphold our classroom principles of freedom, justice, and equality?	What should be the consequence of breaking the rule?

After a lively discussion in their small groups, during which students revise and add to their individual work as they wish, Ms. Barkley engages the entire class in a discussion to compile and synthesize the rules and create student-friendly statements, which she records on chart paper so that it can be posted in the classroom for future reference. The children are invited to discuss the benefits and challenges of each rule proposed by recounting an experience and/or providing details and evidence to support their position. Ms. Barkley encourages them to ask and answer questions of one another for clarification or elaboration. After sufficient time for deliberation, the list of rules and consequences is finalized through an election process. Ms. Barkley posts the Classroom Constitution in a prominent place in the classroom, as well as on the school Web site.

Later, Ms. Barkley engages her students in writing an opinion essay in response to this prompt: *Why is it important for the students in our class to follow our Classroom Constitution?* She will provide ongoing guidance and opportunities for students to share, revise, and finalize their work. A rubric for opinion essays developed collaboratively in advance helps guide students as they engage in the writing process. The essays are compiled and published as a book for the classroom library, "Why Rules in our Classroom Democracy are Important."

Resources

The Constitution for Kids: http://www.usconstitution.net/constkidsK.html

Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, Los Angeles County Office of Education, 2011.

Education for Democracy, California Civic Education Scope & Sequence, Los Angeles County Office of Education, 2003.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, National Council for the Social Studies, 2013.

Snapshot 4.9. Creating a Classroom Constitution
Integrated ELA and History–Social Science in Grade Three (cont.)

CA CCSS for ELA/Literacy: RI.3.1–10; W.3.1, 4, 5, 7, 8, 10; SL.3.1–6; L.3.1–6

Related CA History–Social Science Standards:

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.

2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

English Language Development in Grade Three

In third grade, EL students learn English, learn content knowledge through English, and learn about how English works. As in all grades, English language development for ELs occurs throughout the day and across the disciplines. ELD is also provided during a time specifically designated for developing English based on language learning needs.

In integrated ELD, third-grade teachers use the CA ELD Standards to augment the ELA or other content instruction they provide. For example, in science, after teachers have read aloud and have had students read complex informational texts about a science topic (e.g., how erosion occurs), they ask them to discuss the phenomena in small heterogeneous groups before they write about it. They provide support to all students by giving each group a stack of the texts they have read that they may refer to as they converse or by providing them with a graphic organizer to structure their conversation. They assign each group member a responsibility in the conversation (e.g., facilitator, time keeper, note taker, encourager) to ensure that all participate actively and in an equitable manner. Teachers provide substantial support to ELs at the Emerging level of English language proficiency by ensuring that the graphic organizer contains target vocabulary, along with a helpful visual or explanation of the words, or a labeled diagram helpful for describing the phenomena. The graphic organizer could also have sentence starters designed to scaffold participation in the conversation (e.g., I think ___. I agree ___. Erosion is when ___.). These types of visuals and language supports are useful tools to allow EL children at the Emerging level to join the conversation and learn along with and from their peers.

EL children at the Expanding and Bridging levels of English language proficiency likely require less intensive linguistic support. For example, they benefit from having some, but perhaps not all, of the vocabulary, visuals, or sentence starters listed, and they benefit from the labeled diagram. All students need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 4.30 presents a section of the CA ELD Standards a teacher might use in planning this type of differentiated instructional support during science and integrated ELD.

Figure 4.30. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum → Emerging → Expanding → Bridging →		
6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderat suppo .	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedi with light suppo .

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

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

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). Language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language using these language resources. During designated ELD instruction, children engage in discussions related to the *content knowledge*

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they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also *discuss the new language* they are learning to use. For example, students might learn about the grammatical structures of a particular complex text they are reading in social studies or ELA, or they might explicitly learn some of the general academic vocabulary used in the texts they are reading in ELA or science.

This intensive focus on language, in ways that build into and from content instruction, supports students' abilities to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and enhances their understanding of content knowledge. Examples of designated ELD instruction aligned to different content areas are provided in the following snapshots and in the longer vignettes. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see chapter 2 in this *ELA/ELD Framework*.

Snapshot 4.10. Retelling Stories
Designated ELD Connected to ELA in Grade Three

In ELA, Ms. Langer provides her students with many opportunities to retell stories in a variety of ways (e.g., during a teacher-led lesson; at an independent literacy station with a peer; orally; in writing). During these retellings, students focus on the overall structure of stories, sequences of events, the central messages or lessons in the stories, and how the characters' words and actions contribute to the chain of events.

During designated ELD time, Ms. Langer works with a group of ELs at the Expanding level of English language proficiency. She continues to promote story retelling by expanding the pool of language resources the children can choose to draw upon during their retellings. She understands that using linking words and transitional phrases (also called *text connectives* because they connect the meanings throughout a text) is an important part of creating *cohesive* texts.

She shows her students how in the different stages of stories (*orientation, complication, resolution*), authors use different linking words or transitional phrases to lead the reader/listener through the story. For example, she shows them that in the *orientation* stage, words and phrases such as *once upon a time, one summer's day, in the dark forest* are useful for *orienting* the reader to the setting. In the *complication* stage, words and phrases such as *suddenly, without warning, to her surprise,* are useful for introducing complications or plot twists. In the *resolution* stage, words and phrases such as *finally* or *in the end* are useful for resolving the complications. These words and phrases, Ms. Langer explains, help the story "hang together" better so the reader does not get lost.

She posts these linking words and transition phrases in a chart, categorized by the three stages (orientation, complication, resolution), and she prompts her students to use the words—first in designated ELD and then in ELA—when they retell stories or write their own stories. For example, in designated ELD, she provides structured opportunities for the children to retell stories the class has read during ELA. The children use pictures from the stories, which they place in sequence, and they use the chart with the linking words/transition phrases to retell the stories in pairs, with each partner taking turns to retell the story in sequence.

Snapshot 4.10. Retelling Stories
Designated ELD Connected to ELA in Grade Three (cont.)

As they retell the stories, Ms. Langer also encourages them to use the literary general academic vocabulary they have been encountering in the stories she reads aloud during ELA. Although she teaches vocabulary during ELA, she focuses on additional general academic vocabulary during designated ELD so that the children will have a greater repertoire of words to draw upon when they orally retell and write their own stories. She and the children create word banks for the words she teaches (as well as related words the group adds over time) which she posts for the children to use.

The word banks include synonyms for *said*, such as *replied, scoffed, yelled, gasped*; adjectives for describing characters, such as *wicked, courageous, mischievous, enchanting*; adverbials to indicate time, manner, or place, such as *all summer long, without fear, in the river*, and figurative language, such as *the wind whispered through the trees*. In addition, she facilitates discussions where students identify and describe the words or phrases authors use (for example, for different characters or settings) in the stories they are reading in ELA, and the students analyze the effect on the reader that these language choices have. At the end of the lesson, Ms. Langer writes notes on a structured observation protocol to document a few students' proficiency using academic vocabulary in this context. In a few weeks, she will have notes on all students and will use them to guide future instruction.

CA ELD Standards (Expanding): ELD.PI.3.4, 7, 8, 12a–b; ELD.PII.3.1–2
CA CCSS for ELA/Literacy: RL.3.2, 5, 7; SL.3.2, 4; L.3.6

ELA/Literacy and ELD in Action in Grade Three

The research-based implications for ELA/Literacy and ELD instruction were outlined in preceding sections of this chapter and also in chapters 1 and 2 of this *ELA/ELD Framework*. In the following section, detailed examples illustrate how the principles and practices look in California classrooms. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers can enact the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students. These examples are intended to promote collegial conversations about instructional practice and foundational principles to inform pedagogy.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of reading both literary and informational complex texts carefully, intentionally, and thoughtfully to derive meaning. Accordingly, teachers select challenging texts that are worth reading and rereading, analyze the texts ahead of time to determine critical areas of focus and potentially challenging concepts and language, and plan a sequence of lessons that builds students' abilities to read the text—and others—with increasing independence. Analyzing texts prior to using them for instruction is critical for supporting all learners as they interact meaningfully with the texts and for providing appropriate types and levels of scaffolding.

During instruction, teachers model how to read text closely by thinking aloud about their reading strategies while they read. Teachers also provide guided practice for students to read complex texts, with appropriate levels of scaffolding. Importantly, especially for ELs, and in fact for all students, teachers focus on meaning making but also draw attention to language, including the ways in which different text types are structured and the particular language resources used in these texts

to convey and organize meaning. Examples of specific language resources are text connectives to create cohesion (e.g., *for example, however*); long noun phrases to expand and and enrich ideas in sentences (e.g., *the bird that is on the wire*, *the man with the gigantic smile plastered across his face*); and complex grammatical structures using academic vocabulary to establish relationships between ideas and convey meanings in precise ways (e.g., *Instead of charging into the forest, the wolf decided to patiently await the arrival of his meal*). Providing students with opportunities to discuss the language of the complex texts they read enhances their comprehension of the texts while also developing their language awareness. An added benefit of language analysis is that it provides students with models for using language that they can adopt and adapt for their own writing and speaking.

Reading informational texts in content areas (e.g., science, social studies, the visual and performing arts) is essential for full language and literacy development as the content, text organization and structure, vocabulary, and types of grammatical structures vary by content area. For example, closely reading informational texts in science and participating in collaborative conversations about the readings help students think about science concepts in new ways as they are simultaneously learning the language of science. The science texts students read should be embedded in rich science instruction, as students' engagement with science practices and concepts enhance their ability to interact meaningfully with science texts. Conversely, students' careful readings of science informational texts expand their understandings of science content and practices.

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this *ELA/ELD Framework*. Lesson planning should anticipate year-end and unit goals, respond to students' needs, and incorporate the framing questions in figure 4.31.

Figure 4.31. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	• What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

ELA/Literacy and ELD Vignettes

The following ELA/literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in the preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

ELA/ Literacy Vignette

Vignette 4.3 presents a portion of an instructional unit and a closer look at a reading lesson during integrated ELA and science instruction. In this vignette, the focus of instruction is *collaborative summarizing*, which supports students' ability to read their informational texts more closely. Although summarizing the text is a fourth grade CA CCSS for ELA/Literacy standard (RI.4.2), third-grade students can learn to summarize smaller chunks of text (e.g., one to two paragraphs). The ability to identify key details and words central to a text's main idea is an important reading comprehension skill.

Vignette 4.3. Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction in Grade Three

Background

In science, Mr. Franklin has been teaching his third graders about plants and interdependent relationships in ecosystems. He has been reading aloud and supporting students as they independently read complex literary and informational texts in both science and ELA. His class of 33 students, drawn from an urban neighborhood with upper middle class and working class families, is quite diverse linguistically, culturally, ethnically, and socioeconomically. Fifteen of his students are ELs with several different home languages. Most of Mr. Franklin's EL students have been at the school since kindergarten and are at an early Bridging level of English language proficiency in most areas, while a few ar level. Five of Mr. Franklin's students have been identified as having mild learning disabili Because the students in his classroom have diverse learning needs, Mr. Franklin looks for teaching approaches that will meet a range of needs.

Lesson Context

Mr. Franklin and his third-grade teaching team meet weekly to plan lessons, discuss student work and assessment results, and read articles to refine their practice. Lately, Mr. Franklin and his colleagues have noticed that when their students approach complex informational texts, many of them give up as soon as the language in the texts starts to become challenging. The teachers work together to plan a series of lessons focusing intensively on teaching their students how to read complex informational texts more closely. Using the resources in their staff professional library, they decide to teach their students a comprehension strategy called *collaborative summarizing*. They plan a series of lessons to teach the strategy incrementally over the next week and, if the strategy seems useful, they plan to incorporate it into thei instruction two to three times per week, as recommended in the resources they found. They agree to check back with one another the following week to compare their observation not on how their students respond to the instruction. Based on his collaborative planning with colleagues, the learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards for Mr. Franklin's lesson the next day are the following:

Vignette 4.3. Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction in Grade Three (cont.)

Learning Target: The students will collaboratively summarize the main idea of sections of an informational text about plants, using precise words and details.

Primary CA CCSS for ELA/Literacy Addressed:
RI.3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea; SL.3.1 – Engage effectively in a range of collaborative discussions . . .

Primary CA ELD Standards Addressed (Expanding level shown):
ELD.PI.3.1 – Contribute to class, group, and partner discussions . . . ; ELD.PI.3.6 - Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail . . . with moderate support; ELD.PI.10b – Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers; ELD.PII.3.7 – Condense clauses in a growing number of ways . . . to create precise and detailed sentences.

Lesson Excerpt

During ELA instruction the following day, Mr. Franklin introduces collaborative summarizing and explains to students how to use the approach. He tells them he knows that sometimes the informational texts they read can feel challenging, but that this strategy will give them a way of tackling the texts so that they understand them better.

Mr. Franklin: When I'm reading a tough informational text, every once in a while I have to stop and *summarize* what I just read to make sure I'm understanding the text. When you summarize, you put the reading into your own words. You say what the section is generally about without giving all the little details. Summarizing helps you figure out the main idea of what you just read. This is a really powerful comprehension strategy that you can use when you're reading on your own, and I'm not around to help you. Today, we're going to practice using this strategy. You like reading with a partner, right? Well, today, you're going to get to read a short part of a text on *plants* with a partner, and you're going to work together to practice summarizing, by collaboratively *summarizing* the text.

Mr. Franklin shows the students a chart with the steps of the strategy and explains them:

Collaborative Summarizing Process
Step 1: Find *who* or *what* is most important in the section.
Step 2: Find out what it is that the *who* or *what* are doing.
Step 3: Use some of the most important words in the text to summarize the section in 15 words or fewer. (Your summary can be more than one sentence.)

Using a document camera to project the text for the students, Mr. Franklin first models, by thinking aloud, how to apply the strategy with the first short section (two paragraphs) of a text on plants that the class has already read. As he reads all the paragraphs once, the students read chorally with him. Then, he goes back into the paragraphs and models how to do Step 1.

Vignette 4.3. Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction in Grade Three (cont.)

He circles the words that tell *who* or *what* is most important in the paragraphs, talking through the process as he goes along so his students can hear what he is thinking. He then models Step 2. Once he has plenty of words circled, he models how to decide which words are the most important by thinking aloud about the meaning of the passage. Then, he puts the words together to create a concise summary of the passage. He writes and edits multiple versions of the short sentence, crossing out words here and adding other words there, continuing to think aloud, until he settles on a sentence he is satisfied with. Then, he rereads the paragraph to make sure his 15-word statement is an accurate summary of the passage.

After he models once, he repeats the process with the next passage, and this time, he invites students to tell him which words to circle. Once he has guided students through Steps 1 and 2 and feels confident that they understand the task, he asks them to work with partners to create a collaborative summary using the words they have circled. He walks around the room to observe students and gauge how they are taking up the strategy as they negotiate with one another to another to create their summaries. The passage that the students summarize in pairs follows.

What is Photosynthesis?

Since they stay in one place and can't move around to find food, plants don't eat the same way that animals do. Photosynthesis is how plants eat. They use this process to make their own food, and they can make their food anywhere as long as they have three things. The three things are carbon dioxide, water, and light. Carbon dioxide is a chemical that is in the air. It's normal that carbon dioxide is in the air. Every time you breathe in, you breathe in a bunch of chemicals from the air, including oxygen and carbon dioxide. Plants breathe, too, and they breathe in the carbo dioxi

Plants also drink, and they use their roots to suck water up from the soil. They also need light to live. Leaves are made up of a bunch of tiny cells. Inside the cells are tiny little things called chloroplasts. Chloroplasts are what makes leaves green, and they are also what takes the carbon dioxide, the water, and the light, and turns them into sugar and oxygen. The sugar is then used by the plants for food. This whole process is called *photosynthesis*.

Melanie and Rafael are working together to summarize the text. They have circled many words, including *photosynthesis, eat, process*, *carbon dioxide, water, light, chemical, air, breathe, leaves, chloroplasts, sugar, oxygen, plants,* and *food*. Now they must work together to determine what is most important to include in their summary. Mr. Franklin listens in on their discussion.

Melanie: We could say, "Plants make their own food, and they use carbon dioxide and water and light . . ."

Rafael: And air, they need air, too. So, we could say, "Plants make their own food, and they need carbon dioxide, water, light, and then they make their food with it, and it's called photosynthesis." Wait, that's too many words.

Vignette 4.3. Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction in Grade Three (cont.)

Melanie: Yeah, and I think . . . I think the carbon dioxide . . . Isn't that a chemical that's *in* the air? So maybe we don't need to use the word *air*.

Rafael: (Rereading the text with Melanie). Yeah, you're right. Okay, so let's cross out *air*. What about *chloroplasts*? What are those again?

Melanie and Rafael reread the passage multiple times as they collaboratively construct their summary, making sure that the words they are using are absolutely essential. They discuss how to put the words together so that the summary conveys the core meanings of the passage. As they discuss and write, they choose necessary adjectives and prepositional phrases (e.g., *in the leaves*), and precise vocabulary, and they rearrange the order of the words to best convey their thinking.

Rafael: Okay, so we could say, "Plants make their own food, and they use carbon dioxide, water, and light to do it. The chloroplasts in the leaves turn all that into sugar, and it's food. It's photosynthesis."

Melanie: That's way too many words. Maybe we can combine some of the ideas. How about, "Plants make their own food with the chloroplasts in their leaves . . ."

Rafael: In their cells. Here, it says that the chloroplasts are in their cells.

Melanie: Yeah, in their cells. So we could say that, and then say that they use the chloroplasts to make the food, right? They use it to make sugar and oxygen, and the sugar turns into food.

Rafael: Yeah, but I think that's still going to be too many words. How about . . . (Looks at the second sentence in the text.) Here! Here it says "Photosynthesis is . . ." How about if we start with that?

Melanie: "Photosynthesis is when plants make their own food using carbon dioxide, water, and light." That's fourteen words!

Rafael: Do we need "chloroplasts?"

Melanie: I think this is what the passage is mostly about.

Rafael: Me, too.

Mr. Franklin checks the summary statements each set of partners has written and provides support to those who need it. Some students are so focused on the *game* part of the task that they forget to go back to the text to verify that their summaries accurately represent the most salient ideas in the passage, so he redirects them to do so. Students who finish are able to move to the next section and repeat the process. Once the allotted time for the task is up, Mr. Franklin asks each pair to share their summary with another pair and compare what they wrote. Then, he asks for volunteers to share their summary statements with the whole class. Mr. Franklin sees that some of his students are still not quite understanding the process, so as the rest of the class works independently (with their partners) on the next section, he invites these students to his teaching table to provide additional modeling and guided practice. In doing so, he is able to make sure that all students become completely comfortable with the strategy.

Vignette 4.3. Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction in Grade Three (cont.)

Teacher Reflection and Next Steps

Over the next several days the students practice using collaborative summarizing as they read sections of their science informational texts. The following week, Mr. Franklin will introduce another layer of the strategy, which involves students working in heterogeneous groups of four. In order to ensure equitable participation in the task, he will teach them to assume designated roles with specific responsibilities which will be posted in the room on a chart for easy reference. The students will take turns assuming different roles each time they engage in the task.

Collaborative Summarizing Responsibilities	
Facilitator:	Guides the group in the process. Makes sure everyone is participating.
Scribe:	Takes the official, most legible notes that anyone can use for reporting out (everyone else must take their own notes, too).
Timekeeper:	Keeps an eye on the time and moves the group along so they don't run out of time.
Encourager:	Gives specific praise to group members. Encourages members to assist one another.

The following week during collaborative planning time, Mr. Franklin debriefs with his teaching team. The teachers indicate how impressed they are with the students' ability to discuss the *content* of the passages and focus on the *language* they will use to summarize them. Mr. Franklin shares how a few of his students still do not quite understand the strategy, even after his modeling, guided practice, and small group teacher-supported instruction. The teachers decide that they will all model the task as a group for each of their classes. They think their students will enjoy watching their teachers pretend to be third graders, and they also feel that this type of *fish bowl* modeling will help reinforce the strategy for all students as well as provide additional scaffolding for those students who still find the strategy challenging.

Additional Information

Web sites

- Readingrockets.org has ideas for Using Collaborative Strategic Reading (http://www.readingrockets.org/article/103).
- CSR Colorado provides resources for using Collaborative Strategic Reading (http://www.csrcolorado.org/en/).

Recommended reading

Klingner, Janette Kettmann, Sharon Vaughn, and Jeanne Shay Schumm. 1998. "Collaborative Strategic Reading During Social Studies in Heterogeneous Fourth-Grade Classrooms." *The Elementary School Journal* 99 (1): 3-22.

Designated ELD Vignette

The example in vignette 4.3 illustrates good teaching for all students, with particular attention to the language needs of ELs through integrated ELD. English learners additionally benefit from intentional and purposeful designated ELD instruction that stems from and builds into content instruction. Vignette 4.4 illustrates how designated ELD can build from and into content instruction.

Vignette 4.4. Analyzing Complex Sentences in Science Texts Designated ELD Instruction in Grade Three

Background

Mr. Franklin has noticed that some of his EL students at the Expanding level of English language proficiency find the complex informational texts the class is using in integrated ELA and science very challenging. (See vignette 4.3.) In particular, he has noticed that some of the domain-specific and general academic vocabulary and dense grammatical structures of these complex texts are unfamiliar. Mr. Franklin often paraphrases and explains the meaning as he reads complex informational texts aloud to students; however, he wants students to gain greater independence in understanding the language of the complex texts, because he knows that the language they will encounter as they move up through the grades will be increasingly challenging. Therefore, he would like students to develop strategies for comprehending the complex language they encounter in science informational texts that they can use when they are reading independently or with peers, and he also wants them to learn to use a greater variety of vocabulary and grammatical structures in their writing and speaking about science.

Lesson Context

The third-grade teaching team plans their upcoming designated ELD lessons together. They begin by analyzing the language in the texts they use for instruction. One text that students will be reading in small reading groups during ELA instruction is called *From Seed to Plant*, by Gail Gibbons. As the teachers analyze the text, they note several potentially new domain-specific words (e.g., *pod, pistile, ovule*), that they will teach during science. In addition, the text contains several long, complex sentences that they anticipate their EL students will find challenging. The team also notices that there is a pattern in many of the complex sentences; they contain subordinating conjunctions that create a relationship of time between two events (e.g., *Before* a seed can begin to grow, a grain of pollen from the stamen must land on the stigma.). The team discusses the challenge students may face if they miss the meaning these relationships between clauses create, and they plan several designated ELD lessons, adjusted to different English language proficiency levels, during which they can discuss this way of connecting ideas. The learning target and cluster of CA ELD Standards Mr. Franklin focuses on in the lesson are the following:

Vignette 4.4. Analyzing Complex Sentences in Science Texts Designated ELD Instruction in Grade Three (cont.)

Learning Target: The students will describe ideas using complex sentences to show relationships of time.

Primary CA ELD Standards Addressed (Expanding level shown):
ELD.PI.3.1 – Contribute to class, group, and partner discussions . . . ; ELD.PI.3.6 – Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support; ELD.PI.3.6 – Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas . . .

Lesson Excerpt

After the students have read *From Seed to Plant* once during ELA, Mr. Franklin sets the stage with his designated ELD group of students at the Expanding level of English language proficiency by clearly explaining the purpose of the series of lessons he will teach that week.

Mr. Franklin: This week, we are going to be looking closely at some of the language in the book we are reading, *From Seed to Plant*. The way that we discuss the language in the book is going to help you understand what the author i trying to tell us. Discussing the language in books also helps you wh you are reading and writing on your own.

Mr. Franklin distributes copies of the book to the children and reviews the general meanings in the text, which they discussed earlier that day. He asks them to work in pairs—not to read the text but instead to look at the illustrations and take turns describing what is happening in them, using what they remember from the morning's read aloud and discussion. He tells them to encourage their partners to provide many details in their descriptions. As the students engage in the task, he listens to them and notes in his observation journal whether they are using domain-specific vocabulary and complex sentences to express time relationships (e.g., *When the fruit is ripe, it starts to break open.*). He notes that a few students are using compound sentences (e.g., *The fruit gets ripe, and it breaks open.*), and some are using complex sentences. However, most of the children are using only simple sentences (e.g., *The fruit gets ripe. The fruit breaks.*).

After several minutes of observing, Mr. Franklin stops the children and tells them that they are going to be using the text to put together two events in sentences in a way that shows when the events happened. In order to describe what he means by this, he orally models using complex sentences with time-related subordinating conjunctions using conversational languag

- *Before* I go to bed at night, I brush my teeth.
- *When* the bell rings, you all stop playing.
- You listen, *while* I read stories to you.
- *After* you come in from recess, I read you a story.

Vignette 4.4. Analyzing Complex Sentences in Science Texts Designated ELD Instruction in Grade Three (cont.)

He explains that when they closely observe the language used in books and in their speaking, they can find out how the language works to make different meanings, such as showing when things happen. Using a document camera, he displays the same complex sentences he just provided orally. He explains that each sentence has two events. Sometimes the events are happening at the same time, and sometimes they are happening *in order*—one event first and the other second. He highlights the subordinate clauses and circles the subordinating conjunctions (*before*, *when*, *while, after*) while explaining that the words that are circled let us know when the two events in the sentence are happening in relation to one another.

Showing When Events Happen	
Sentence	**When the events are happening**
Before I go to bed at night, I brush my teeth.	happens second, happens first
I brush my teeth *before* I go to bed at night.	happens first, happens second
When the bell rings, you all stop playing.	both happen at the same time
You listen *while* I read stories to you.	both happen at the same time
After you come in from recess, I read you a story.	happens first, happens second
I read you a story *after* you come in from recess.	happens second, happens first

Mr. Franklin reads the sentences with the children and discusses what is written on the chart.

Mr. Franklin: What would happen if the words *before* or *after* or *when* were taken away? What if I said, "I go to bed. I brush my teeth."

Mai: We can't know when it happens.

David: It doesn't make sense!

Mr. Franklin: Right, sometimes it doesn't make sense. I can tell you about when things happen if I use the words *after, before, while*, and other words that show time. We're going to play a game to practice using those word to tell when things happen, and then we're going to see how those words are used in the book we're reading, *From Seed to Plant.*

Mr. Franklin reads the sentence frames he has written on the white board, as the children read chorally with him. He asks them to take turns making up two events and to use the sentence frames to show when the events happened. The sentence frames follow:

Vignette 4.4. Analyzing Complex Sentences in Science Texts Designated ELD Instruction in Grade Three (cont.)

- Before I come to school, I _____.
- After I get home from school, I _____.
- While I'm at school, I _____.

After the children have practiced putting together two familiar ideas using complex sentences and familiar language, he shows them how these same ways of telling when something is happening appears in *From Seed to Plant*, using his document camera to project several sentences from the book for everyone to see. After each sentence, he thinks aloud, rephrasing what the sentences mean (e.g., I think this means . . . The word *before* tells me that . . .). He highlights the subordinate clauses and circles the subordinating conjunctions in each sentence.

Showing When Events Happen	
Sentence	**When the events are happening**
Before a seed can begin to grow, a grain of pollen from the stamen must land on the stigma . . .	happens second, happens first
While they visit the flowers for their sweet juice, called nectar, pollen rubs onto their bodies.	both happen at the same time
When the fruit or pod ripens, it breaks open.	happens first, happens second

Mr. Franklin discusses the meanings of the sentences with the students and guides them to identify the two events and describe how the words *before, while,* and *when* create a relationship between the two events in time. Next, he asks the children to go back through *From Seed to Plant* again to look closely at the illustrations. Then he asks them to use the words *when*, *before*, and *while* to explain what is happening to their partner using the pictures to help them. Afterwards, they will check what the text says and compare their sentences with the author's.

At the end of the lesson, Mr. Franklin asks students to listen for when and how their friends or teachers link ideas using these special connecting words. Mr. Franklin also encourages hi students to try using these more complex types of sentences in their own speaking and writing.

Vignette 4.4. Analyzing Complex Sentences in Science Texts Designated ELD Instruction in Grade Three (cont.)

Teacher Reflection and Next Steps

When the third-grade teachers meet the following week, they share their experiences teaching the designated ELD lessons they had planned together to the different groups of EL students. Mr. Franklin's colleague, Mrs. Garcia, taught the differentiated lessons to the third-grade EL students at the Emerging level of English language proficiency. This group of children has been in the country for a year or less and needs substantial scaffolding to access complex text.

Mrs. Garcia explains how she modified the designated ELD lessons by providing time at the beginning of the week for the children to discuss and describe the illustrations of the text as well as other pictures, using simple sentences, to help them become familiar with the new vocabulary and syntax. This preparation appeared to support these children when they began to tackle complex sentences. Next, she and the children chorally chanted poems containing the subordinating conjunctions *before, while,* and *after* (e.g., Before I go to bed, I brush my teeth. Before I go to school, I eat my breakfast.). The group then created a big book using compound and complex sentences to describe the illustrations in *From Seed to Plant*.

With this differentiated instruction during designated ELD time, all of the EL students in the third-grade classes were able to gain deeper understandings of how writers and speakers can choose to use language in particular ways to express relationships between events in terms of time. The teachers agree to continue developing designated ELD lessons that build their students' understanding of how to create different kinds of relationships between ideas. They also concur that using the books and supplemental texts students are reading in ELA, science, social studies, and other content areas is a useful way of helping ELS understand both the language used in those text and the content they convey.

Resource

Gibbons, Gail. 1991. *From Seed to Plant.* New York: Holiday House.

Additional Information

Web site

- The Text Project (http://www.textproject.org/) has many resources about how to support students to read complex texts, including "7 Actions that Teachers Can Take Right Now: Text Complexity."

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or more of the of the themes of ELA/literacy and ELD instruction (Meaning Making, Effective Expression, Language Development, Content Knowledge, and Foundational Skills).

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

them. They need to adapt and refine instruction as appropriate for individual learners. Importantly, students will not receive the excellent education called for in this *ELA/ELD Framework* without genuine collaborations among those responsible for educating California' children and youth. (See figure 4.32.)

Utilizing the strategies described throughout this framework will assist teachers in designing and providing lessons that will guide most students to successfully achieve the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards. However, some students will need additional supports and even interventions. Intervening early, before students experience years of stress and failure, has been shown to dramatically decrease future reading difficulties. Research has revealed that reading difficulties become increasingly more resistant to intervention and treatment after the third grade. Ensuring the success of all students requires a school-level system for early identification of students who are experiencing difficulty with literacy skills and a school-level system for providing those students with supports and interventions they need to become proficient readers by the third grade.

Third grade is a critical year, one of extraordinary progress. Students reach new heights in gaining information and expressing opinions in their reading, writing, and speaking. They exercise their power to research new fields throughout the curriculum and become inspired by the plights and accomplishments of the characters and historical and contemporary figures they meet in literature. As these students move into fourth grade, the hope is that their deepening literacy skills will keep pace giving passage to their developing interests and curiosities.

Figure 4.32. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they regularly collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.

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