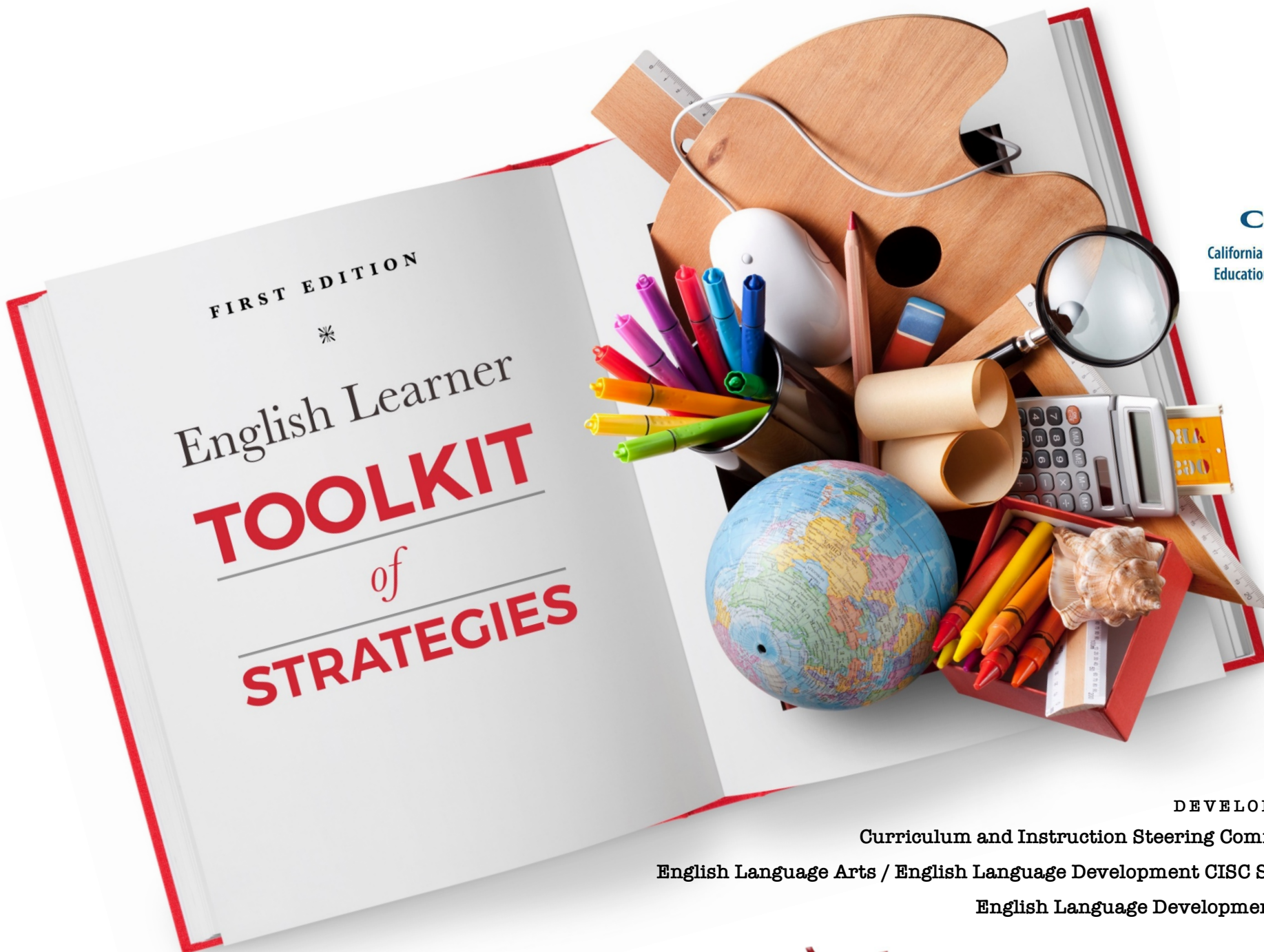




California County Superintendents  
Educational Services Association



DEVELOPED BY THE  
Curriculum and Instruction Steering Committee (CISC)  
English Language Arts / English Language Development CISC Subcommittee  
English Language Development Workgroup

**CISC**  
Curriculum and Instruction  
Steering Committee

*Kern County*  
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*Note: Sentence Deconstruction can be used at the sentence/clause level as well as the word/phrase level.*

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## Chapter 1: Introduction

The English Learner Toolkit of Strategies (ELTS) is intended to build upon the existing knowledge and experience of teachers of English learners. Prior to utilizing the Toolkit, it is recommended that users review the content of the [\*English Language Arts/English Language Development Framework for California Public Schools \(2015\)\*](#) and the [\*California English Language Development Standards: Kindergarten Through Grade 12 \(2014\)\*](#).

### Purpose

This Toolkit is designed to provide K-12 classroom teachers, coaches and teachers on special assignments high leverage strategies to increase the English language proficiency of their English learners; the toolkit is designed to be used in both Integrated and Designated English Language Development. The strategies address reading, writing, speaking and listening to prepare ELs for literacy in the 21st century. A checklist is included to help teachers identify the appropriate strategy for word/phrase, sentence/clause or text level understanding. A consistent template is used for ease of implementation. The template includes ideas for pre-planning, steps for strategy implementation, as well as examples of formative assessments, helpful figures, classroom snapshots and video lesson clips. The examples in the strategies are designed to provide clarity when working with students in either a Kindergarten – 6<sup>th</sup> grade or 6<sup>th</sup> grade – 12<sup>th</sup> grade setting. It is recommended that teachers participate in professional learning opportunities to acquire and master the strategies in order to successfully utilize the checklist to plan for instruction. The toolkit offers practical ways to engage English learners to develop English language proficiency and grade level content mastery.

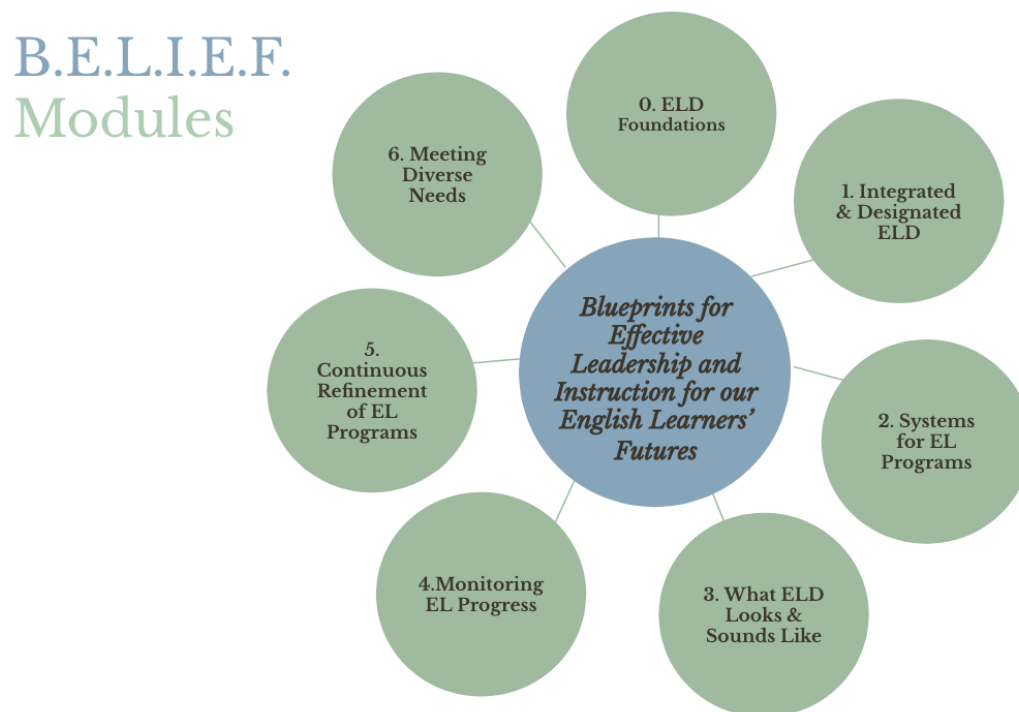
## Connections

### [English Learner Roadmap](#)

The English Learner Toolkit of Strategies (ELTS) is designed to support implementation of the historic California English Learner Roadmap policy (CA State Board of Education, 2017). The vision of the EL Roadmap proposes that “English learners fully and meaningfully access and participate in a twenty-first century education...that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages” (*EL Roadmap*, p. 1). Educators who selectively and intentionally employ the strategies within the ELTS are well-positioned for differentiated instruction, as outlined in EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools, Element B, “Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences” (*EL Roadmap*, p. 13). Moreover, the Toolkit explicitly addresses the need to engage ELs in “intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency” as called for by EL Roadmap Principle Two: Intellectual Quality of Instruction and Meaningful Access (*EL Roadmap*, p. 14). Across the ELTS the user will note connections to Principle Two’s Element A (integrated and designated ELD), Element B (rigorous, intellectually rich, standards-based curriculum), Element C (engagement, interaction, and high expectations), and Element D (access to the full curriculum with appropriate supports), as outlined in the Roadmap policy (p. 16). When used as intended, the ELTS can serve as a vehicle for classrooms aiming to bring the vision of the CA EL Roadmap to life.

## [B.E.L.I.E.F. Blueprints for Effective Leadership and Instruction for our English Learners' Future Professional Learning Modules](#)

The B.E.L.I.E.F. modules (CCSESA, 2017) offer a systems-lens for administrators as schools and districts work to refine their structures for English learner supports. The Toolkit complements that effort by focusing on day to day classroom practice. More specifically, the ELTS connects with the groundwork laid in B.E.L.I.E.F. Module 0-ELD Foundations by addressing EL typologies, the components of a comprehensive ELD program, and the CA ELD Standards. The Toolkit further connects to B.E.L.I.E.F. Module 1 and 3, addressing Integrated and Designated ELD practice and what ELD looks and sounds like in the classroom. Finally, the ELTS touches on the topic of differentiation for proficiency levels and the role of formative assessment in ELD, mirroring messages in B.E.L.I.E.F. Module 4 and 6. When paired together, the resources facilitate a shared approach to leading change for English learners, pairing the roles and perspectives of administrators with classroom-based teacher leadership.



## Typologies of English Learners

Creating effective lessons/units in which English learners fully participate and thrive begins with knowing your English learner population, who they are and what they need. There is enormous diversity within the English learner population. The *English Learner Student Typologies Chart*, **Figure 1.0**, identifies a set of factors, in addition to English language proficiency, that impact English learner participation and achievement. Identifying your EL's typologies is useful for instructional planning to address the unique needs of this multifaceted group of students.





**Figure 1.0**  
**English Learner Student Typologies**

Typology	Key Characteristics	Considerations
Newcomers/ Immigrants	<ul style="list-style-type: none"> <li>Recent immigrant to the U.S. who has little or no English proficiency</li> <li>One who is in his or her first 12 months of attending school in the U.S.</li> <li>Little or no English language proficiency on arrival</li> <li>Some well-prepared in native language, on grade level, others are below</li> <li>Some arrive with many transferable credits, others with no transcript records</li> <li>Steady progress through ELD sequence</li> <li>If school offers native-language content courses, credit accrual toward graduation can be rapid</li> <li>Academic achievement in terms of grades similar to rest of the school</li> <li>Facing cultural transition</li> </ul>	<ul style="list-style-type: none"> <li>Special orientation and transitional classes</li> <li>Newcomer class or program</li> <li>High quality literacy-focused English Language Development curriculum</li> <li>Extended time through a five or six-year high school program</li> <li>Home language academic content classes</li> <li>Deliberate instruction within context of content to learn: How English Works and become proficient in using it</li> <li>Direct Instruction for Language to Access/Comprehend</li> <li>Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</li> </ul>
Well-Educated Newcomer/ Immigrant Students	<ul style="list-style-type: none"> <li>Recent immigrant who is in his or her first 12 months of attending school in the U.S.</li> <li>Schooling in native country usually excellent</li> <li>Strong literacy skills in home language</li> <li>Rapid movement through ELD sequence</li> <li>Academic achievement in terms of grades exceeds rest of school</li> <li>Often highly motivated</li> <li>Good possibility of graduating in four years</li> </ul>	<ul style="list-style-type: none"> <li>Should not be placed in academic content classes that stall or repeat content they already know</li> <li>High level academic course in home language should be offered where available</li> <li>Mainstream English classes with native language support materials and text</li> <li>If appropriate credit is given for coursework completed in the home country</li> <li>Deliberate instruction within context of content to learn: How English Works and become proficient in using it</li> <li>Direct Instruction for Language to Access/Comprehend</li> <li>Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</li> </ul>
Under- schooled	<ul style="list-style-type: none"> <li>In U.S. several years or less</li> <li>Little to no English language or proficiency</li> <li>Little to no literacy in native language</li> <li>Schooling in native country interrupted, disjointed, inadequate, or no schooling at all</li> <li>Three or more years below grade level in Math</li> <li>Slow acquisition of English</li> <li>Tendency to struggle in academic content classes (D's and F's)</li> <li>Lack of credit accrual over time</li> </ul>	<ul style="list-style-type: none"> <li>An intensity of approach and focus on English</li> <li>Extended time in high school with fifth and sixth year options</li> <li>Age appropriate materials/curriculum with content support</li> <li>Additional Content Support as needed</li> <li>Special orientation and transitional support</li> <li>Social/Emotional support</li> <li>Deliberate instruction within context of content to learn: How English Works and become proficient in using it</li> <li>Direct Instruction for Language to Access/Comprehend</li> <li>Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</li> </ul>

Adapted from *Knowing Our English Learner Students – Secondary School Leadership for English Learner Success* UNIT1 ©2006, California Tomorrow and Los Angeles County Office of Education

**Figure 1.0**  
**English Learner Student Typologies, continued**

Typology	Key Characteristics	Considerations
Long-Term English Learner	<ul style="list-style-type: none"> <li>• Been enrolled in US schools for six or more years (grades 6-12)</li> <li>• Remain at same language proficiency level for 2 or more consecutive prior years, or has regressed to a lower English language proficiency level</li> <li>• Student in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year CAASPP-ELA</li> <li>• Usually orally fluent in English</li> <li>• Reading/writing below level of native English peers</li> <li>• Bi-modal academically; some doing well, others not</li> <li>• Some have literacy in primary language, others not</li> <li>• Some were in bilingual programs, most not</li> <li>• Mismatch between student’s own perception of academic achievement (high) and actual grades or test scores (low)</li> <li>• Similar mismatch between perception of language ability and reality</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation and Engagement</li> <li>• Academic Language</li> <li>• Rigor</li> <li>• Study Skills and Goal Setting</li> <li>• Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers</li> <li>• LTEL class or program</li> <li>• Deliberate instruction within context of content to learn: How English Works and become proficient in using it</li> <li>• Direct Instruction for Language to Access/Comprehend</li> <li>• Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</li> </ul>
At-Risk of becoming Long Term English learner	<ul style="list-style-type: none"> <li>• Been enrolled in US schools for 4 or five years</li> <li>• Score at Level 1 or 2 on language proficiency test</li> <li>• Student in grades 4 to 9, inclusive, scored in the fourth or fifth year at the “Standard Not Met” level on the prior year CAASPP-ELA</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation and Engagement</li> <li>• Academic Language</li> <li>• Rigor</li> <li>• Study Skills and Goal Setting</li> <li>• Deliberate instruction within context of content to learn: How English Works and become proficient in using it</li> <li>• Direct Instruction for Language to Access/Comprehend</li> <li>• Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</li> </ul>
Over-age for grade level	<ul style="list-style-type: none"> <li>• Turned 15 before their 9<sup>th</sup> grade year; turned 16 before their 10<sup>th</sup> grade year; turned 17 before their 11<sup>th</sup> grade year; turned 18 before their 12<sup>th</sup> grade year</li> <li>• May have gaps in prior schooling or a history of school failure and in-grade retention</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation and Engagement</li> <li>• Age appropriate materials/curriculum</li> <li>• Special orientation and transitional support</li> <li>• Social/Emotional support</li> <li>• Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers</li> <li>• Deliberate instruction within context of content to learn: How English Works and become proficient in using it</li> <li>• Direct Instruction for Language to Access/Comprehend</li> <li>• Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</li> </ul>
Fluent English Proficient, but struggling academically	<ul style="list-style-type: none"> <li>• Re-designated from limited English proficiency to fully proficient</li> <li>• Receiving at least one D or F in core academic classes</li> <li>• Following re-designation, decline in grades and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on Reading Fluency through academic vocabulary</li> <li>• Regular participation in Academic Talk/Conversations</li> <li>• Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers</li> <li>• Deliberate instruction within context of content to learn: How English Works and become proficient in using it</li> <li>• Direct Instruction for Language to Access/Comprehend</li> <li>• Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</li> </ul>

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## Chapter 2: Components of a Comprehensive ELD Program

### Purpose and Intended Use of the ELD Standards

The CA English Language Development (ELD) Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards are designed to provide challenging content in ELD in order for English learners to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the California Common Core State Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). Instead, the CA ELD Standards *amplify* the language, knowledge, skills, and abilities of the CA CCSS for ELA/Literacy standards, which are essential in order for ELs to succeed in school while they are developing English.

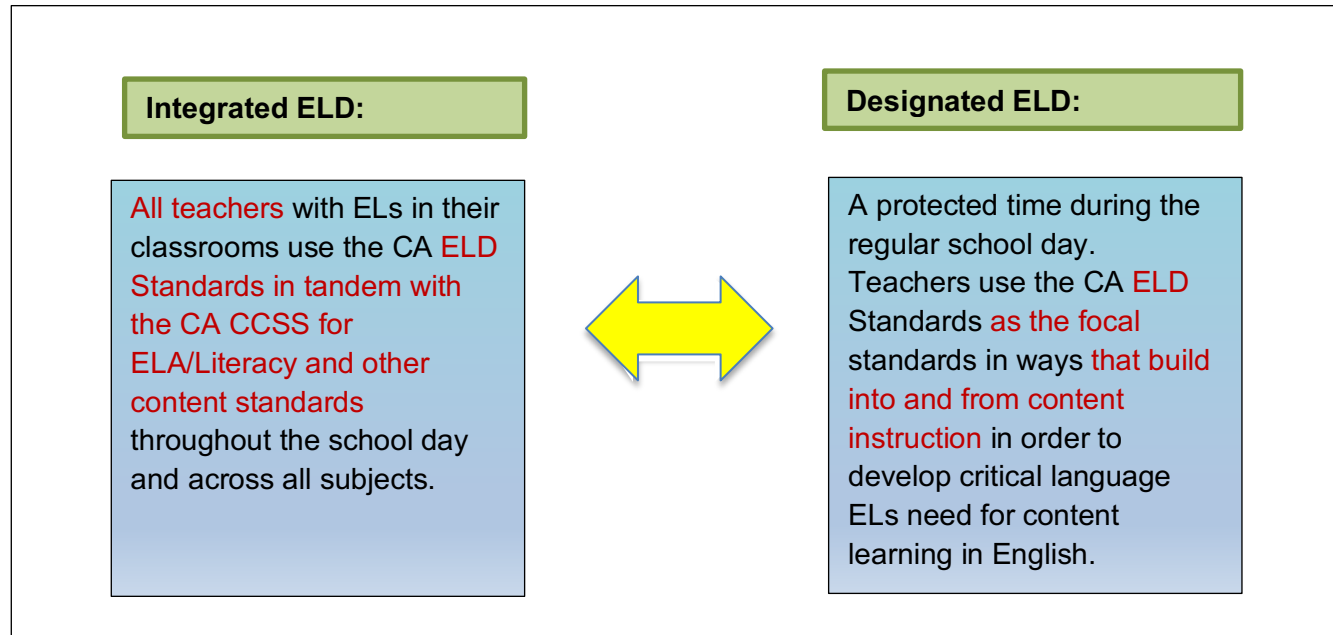
The CA ELD Standards correspond with the CA CCSS for ELA/Literacy and are designed to apply to English language and literacy skills across all academic content areas in addition to classes specifically designed for ELD. With appropriate instructional support from their teachers, provided within appropriately designed school programs, English learners at all levels of English language proficiency are able to engage in intellectually challenging content and language-rich instruction so that they can develop the advanced levels of English that are necessary for college and career readiness and meaningful engagement with civic life.

### Integrated and Designated ELD

When implementing the CA ELD Standards, the focus of instruction determines the standards' role. For example, the CA ELD Standards serve as the focal standards in settings specifically designed for English language development, such as designated ELD instruction when ELs are grouped by English language proficiency level. Additionally, the CA ELD Standards are designed and intended to be used in *tandem* with other academic content standards to support English learners in mainstream academic content classrooms during integrated ELD. **Figure 2.0** describes both integrated and designated ELD.



Figure 2.0  
Integrated and Designated ELD



Adapted from CA ELA/ELD Framework, Ch. 1, Figure 1.7 “Integrated and Designated ELD”

## Performance and Proficiency Level Descriptors

**Figure 2.1** provides a helpful, one-page comparison and description of the English Language Proficiency Assessment for California (ELPAC) Performance Level Descriptors and the California English Language Development Standard (CA ELD) Proficiency Level Descriptors. These ELPAC and CA ELD descriptors assist teachers in making instructional decisions. The first row, the ELPAC *performance* level descriptors, represent four distinct levels: minimally developed, somewhat developed, moderately developed, and well developed. Rows two and three provide information about the CA ELD Standards *proficiency* levels. The proficiency levels are made up of three stages- Emerging, Expanding, and Bridging. The last row provides information to support the varied language levels of English learners. While both the ELPAC and CA ELD Performance and Proficiency levels each appears to be in a linear progression, English learners may exhibit strengths in two overlapping or distinct performance or proficiency levels. For example, an English learner at an Emerging/Minimally Developed level in listening may demonstrate speaking skills at the Expanding/Moderately Developed level. The CA ELD Standards and the ELPAC Task Types provide additional information to assist teachers in designing and delivering effective English language development lessons.

Figure 2.1  
ELPAC Performance Level & ELD Standards Proficiency Level Descriptors

<b>ELPAC Performance Level</b>	<b>Level 1: Minimally Developed</b>  English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.	<b>Level 2: Somewhat Developed</b>  English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas.	<b>Level 3: Moderately Developed</b>  English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas.	<b>Level 4: Well Developed</b>  English learners at this level have <b>well-developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.
<b>ELD Standards Proficiency Levels</b>	<b>Emerging</b>  Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	<b>Expanding</b>  Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.		<b>Bridging</b>  Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.
<b>Level of Support</b>	<b>Substantial</b>  Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	<b>Moderate</b>  Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.		<b>Light</b>  Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.

## Chapter 3: Planning for Instruction

### Supporting English Learners to Develop Academic Language

As English Learners progress through the grades, there is a shift in the register from everyday English to academic English which includes changes in complexity, grammatical structure, and vocabulary usage. This shift requires students to have a thorough understanding of how English works at the word/phrase, sentence/clause, and text levels. Jeff Zwiers (2005) defines academic language as “the set of words and phrases that describe content-area knowledge and procedures; language that expresses complex thinking processes and abstract concepts; and language that creates cohesion and clarity in written and oral discourse” (p. 60). It generally takes at least four to seven years for ELs to develop academic English (Cook & Zhao, 2011; Hakuta et al., 2000).

Features of academic language at the word/phrase level include Tier 2 and Tier 3 vocabulary, multiple meaning words in new contexts, verb forms, modals (ex. *will, might, could, must*) and nominalization (ex. *destroy* to *destruction, strong* to *strength*). Features of academic language at the sentence/clause level include pronoun referents (ex. *settlers* to *they*) within and across sentences, transitions (ex. *meanwhile, soon, however*), expanded verb and noun phrases (ex. *plant* to *non-native plant*), and prepositional phrases are included. Finally, within the text level, language features are related to the academic register, active or passive voice, and cohesive devices (ex. using a variety of connecting words or phrases like *in the first place, as a result*) or text connectives (ex. *although, rather than, in order to*) relating sentence to sentence, idea to idea, paragraph to paragraph, and introduction to conclusion across the text. Educators are encouraged to reference the [California English Language Standards Chapter 5](#) “Learning How English Works” for additional information.

Learning to use the structure of a particular text helps students comprehend the more complex texts that they encounter. Those who are familiar with text structures know how to use the features of the text to locate and organize information and expect the information they read to unfold in certain ways (RAND Reading Study Group, 2002). As early as Kindergarten, students can be taught about text structures, purpose, signal words, and typical language features for each type of text. Some of these text structures include description, compare and contrast, cause and effect, problem and solution, and sequence. **Figure 3.0** *Text Types Typically Used in School* summarizes the features of each type of text. When students are aware of the structure of texts, they are better able to comprehend and write their own texts.

Figure 3.0  
Text Types Typically Used in Schools

Text Structure	Description	Compare/Contrast	Cause/Effect	Problem/Solution	Sequence	
Purpose	To provide information about a topic	To explain how two or more things are alike/or how they are different	To explain how things work or why things happen	To state a problem and list one or more possible solutions to the problem  Could include pros/cons	To retell events or recount a series of events over a long time span	To entertain  To convey inner thinking and feelings
Description	Texts that follow this structure may resemble an outline. Each section opens with a main idea, and then elaborates on it, sometimes dividing the elaboration into subsections. Descriptions also include characteristics, features, attributes, and examples.	Texts that follow this structure may tell about the differences and similarities of two or more objects, places, events or ideas by grouping their traits for comparison.	In texts that follow this structure, the reader is told the result of an event or occurrence and the reasons it happened.	Texts that follow this structure state a problem and list one or more possible solutions to the problem, sometimes including pros and cons for the various solutions.	Texts that follow this structure tell the order in which steps in a process or series of events occur. There may be a chronological or numerical order, either explicit or implicit.	Texts that follow this structure tell the order in which steps in a process or series of events occur. There may be a chronological or numerical order, either explicit or implicit.
Text Connectives (signal words)	<i>for example, for instance, in addition, such as, including, characteristics are, consists of, most important</i>	<i>in comparison, however, although, whereas, similar to, different from, on the other hand, likewise, nevertheless, either/or, neither/nor, alike, same as, as well as, both</i>	<i>as a result, however, consequently, therefore, as a result, thereby, leads to, due to, thus, so that, because, reasons why, since, caused by, effects of, outcome, brought about by</i>	<i>first of all, on the other hand, therefore, problem, issue, difficulty, challenge, dilemma, predicament, impact possible solution, answer, option, if...then, changed, fixed, improved, remedied, measures taken</i>	<i>after that, during this time, in the end, once, then/after, while/meanwhile, following, first/second/third, next, at last, in the end</i>	<i>once upon a time, after a long while, suddenly, soon, in the end</i>
Other Typical Language Features	Verbs in the timeless present (action and relating): <i>Bees are... Insects have... Butterflies eat...</i>	Verbs in the timeless present (action and relating): <i>... and ... are alike in several ways.</i>  <i>One way they differ is ...</i>	Casual subordinating conjunctions: <i>because, since, as a result of</i>	Modality: <i>should, might, needlessly, obviously</i>	Dates and times to orient the reader (e.g., <i>In 1860</i> ) Verbs in the past tense	Verbs in the past tense: <ul style="list-style-type: none"> <li>• action (for events)</li> <li>• thinking and feeling (for inner thoughts and intentions)</li> <li>• saying (for dialogue)</li> </ul>



For instruction to be effective, teachers need to understand where English Learners have a breakdown of language and what specific skills they are struggling with in order to select an appropriate strategy to help the student face the challenge of academic language. “It is critical for ELs to have a command of the forms and functions of academic language to gain access to challenging academic content and to express their knowledge of subject matter in the content areas” (Fenner & Snyder, 2017). A language *function* refers to what students **do** with the language as they engage with content and interact with others (ex. describe, analyze, compare). Language *forms* are the grammatical features, sentence structure, and vocabulary used to support those functions. The *Academic Language Checklist* and the strategies within this toolkit are intended to help teachers guide students in acquiring academic language. It is recommended that novice teachers collaborate with other teachers as they plan instruction.

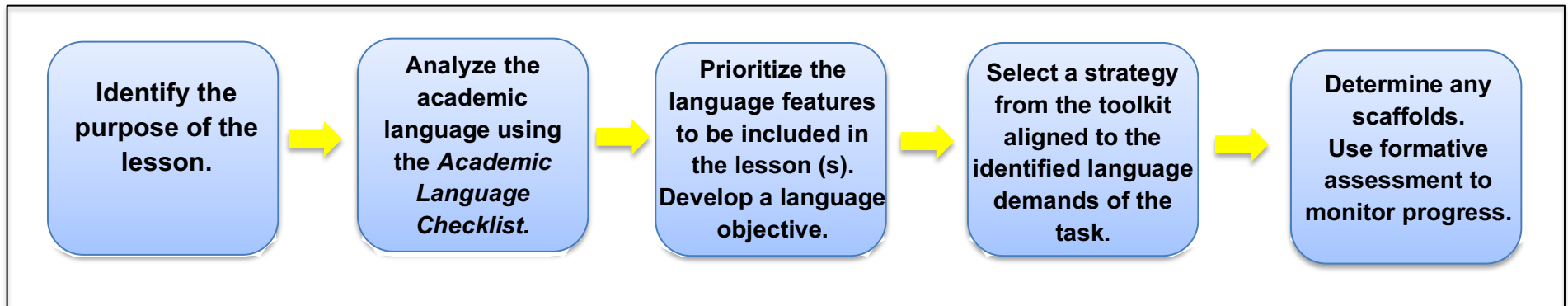
## **How to Use this Toolkit to Plan for Integrated and Designated ELD Instruction**

To plan English Language Development (ELD) lessons, teachers should:

- Identify students’ assets, including literacy in primary language and educational background and students’ needs, including EL proficiency level
- Use the framing questions for lesson planning
  - Identify the academic language demands of the content instruction students will be learning throughout the day.
  - Identify the language objective(s) of the lesson.
- Determine any needed scaffolds
- Use formative assessment to monitor the progress of students

To guide lesson plan development, analyze the language demands of the texts- books, plays, radio programs, poetry, film, television, mixed media, and others- and tasks in which students will engage. In other words, consider what English learners will have to **do** during content lessons and what challenges they might encounter engaging with the academic language of the lessons. Identify the academic language found in the selected texts by using the *Academic Language Checklist* provided in this toolkit.

Figure 3.1  
Steps to Guide Lesson Plan Development



1. Identify the purpose for the lesson. What will students do with language? (Describe, inform, interpret, analyze, recount, explain, persuade, negotiate, justify, evaluate, and so on).
2. Analyze the various elements of the lesson's academic language at the word/phrase level, sentence/clause level, and at the text level using the *Academic Language Checklist* (p. 89). This step is best done in collaboration between ELD and content teachers.
3. Based on the task(s) students will complete at the end of the lesson/unit and students' needs, prioritize the academic language features which will be included in the lesson. Develop a language objective based on the identified language features.
4. Select a strategy from this toolkit that is aligned with an academic language feature that has been prioritized. Each strategy includes how it might be used during Designated ELD and Integrated ELD. Generally, the academic language feature should be **highlighted during Integrated ELD** since content is the focus during this time. The **focus of instruction during Designated ELD** is the academic language feature.
5. Determine any necessary scaffolds and monitor progress through formative assessment.

## Framing Questions for Lesson Planning

During Integrated ELD, content learning is at the forefront of the lesson while the ELD standards amplify the language demands of the content standards. During Designated ELD, the CA ELD Standards are the focal point of the lesson, yet language learning is connected to content learning that occurs during integrated instruction.

Use the questions that were provided in the CA ELA/ELD Framework as points for consideration before and during instructional design to keep the needs of English learners in mind. Well-designed *Integrated ELD lessons* (**Figure 3.2**) support the success of all learners, including ELs. Well-designed *Designated ELD lessons* (**Figure 3.3**) ensure that proper attention is given to growing the academic language necessary for ELs.

Figure 3.2

Planning for Integrated ELD with Any Content Area	
Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"><li>• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?</li><li>• What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?</li><li>• Which content standards does this lesson address?</li><li>• What background knowledge, skills, and experiences do my students have related to this lesson?</li><li>• How complex are the texts and tasks?</li><li>• How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills?</li><li>• What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks?</li><li>• How will my students and I monitor learning during and after the lesson, and how will that inform instruction?</li></ul>	<ul style="list-style-type: none"><li>• What are the English language proficiency levels of my students?</li><li>• Which CA ELD Standards amplify the content standards at students' English language proficiency levels?</li><li>• What language might be new for students and/or present challenges?</li><li>• How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?</li></ul>

Adapted from *CA ELA/ELD Framework*, Ch. 2, Figure 2.16 "Framing Questions for Lesson Planning"

Figure 3.3

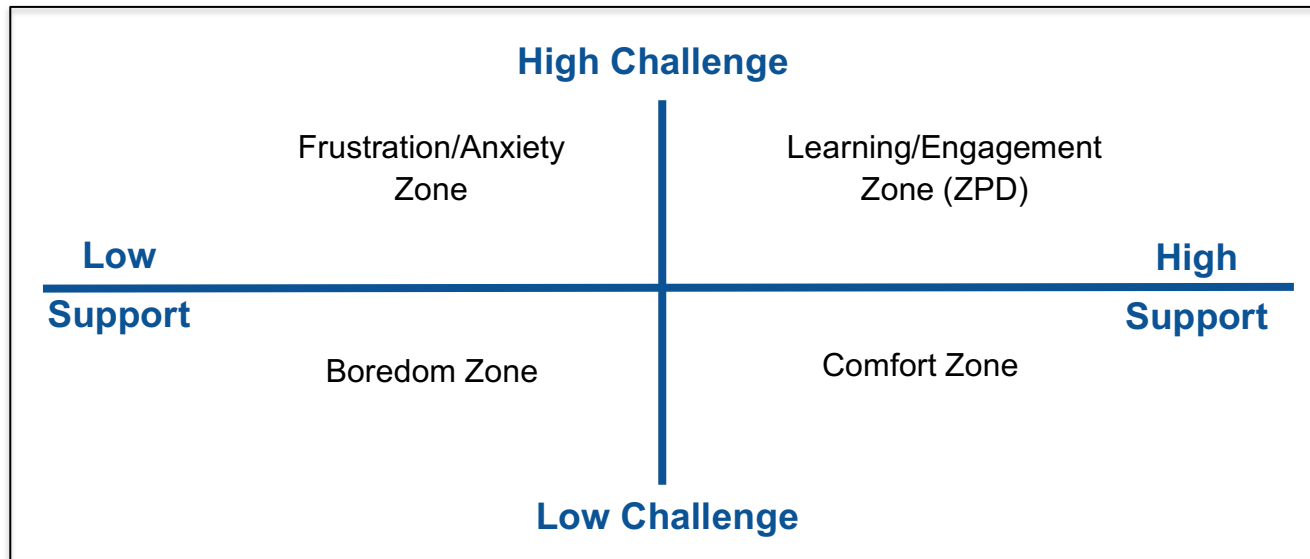
Additional Considerations for Planning for Designated ELD
For English Learners
<ul style="list-style-type: none"> <li>• What is the English language proficiency of the learners in the designated ELD lesson?</li> <li>• Which of the CA ELD Standards are the <i>focal point</i> of the lesson?</li> <li>• What's the language objective of the lesson?</li> <li>• When and how will students interact meaningfully?</li> <li>• What will students learn about how English works?</li> <li>• Which domains of language (speaking, listening, reading, writing) will be emphasized during the lesson for these learners?</li> <li>• What language resources or language forms will students need to reach the language objective?</li> <li>• What strategy or approach might best support the language-learning objective?</li> <li>• What language learning scaffolds do I anticipate learners might need to achieve the language objective, and what scaffolds might I anticipate to support a range of English learner needs during the learning?</li> </ul>

## Scaffolding

English Learners need assistance with the academic language necessary to interact in meaningful ways with complex texts- books, plays, radio programs, poetry, film, television, mixed media, and others. Teachers can use a variety of scaffolds to meet the needs of students at various proficiency levels of English acquisition (see **Figure 2.1: ELPAC Performance Level & ELD Standards Proficiency Level Descriptors**). Scaffolding is defined as “a **temporary** guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student’s capacity to perform the task on his or her own later on” (*California English Language Development Standards: Kindergarten Through Grade 12, 2012*). It is the teacher’s responsibility to know their EL students well (see *English Learner Student Typologies*, **Figure 1.0**) and, rather than simplify the task, select an appropriate scaffold to help the student perform the task independently. The teacher must also know when the removal of a scaffold is necessary as students gain independence in the completion of a task. When utilizing any of the instructional strategies within this book, consideration should be given as to appropriate scaffolds that can be used.

The CA ELD Standards establish three overall levels of scaffolding that teachers can provide to ELs during instruction: substantial, moderate, and light. Students will **not** always require substantial, moderate, or light scaffolding for every task. Teachers need to provide the level of scaffolding appropriate to specific tasks and learners’ cognitive and linguistic needs, and students will need more or less support depending on these and other variables.

Figure 3.4  
Optimizing Scaffolding for English Learners Engaged in Academic Tasks  
(Gibbons 2009, adapted from Mariani 1997)



Adapted from *CA ELA/ELD Framework*, Ch. 2, Figure 2.17 "Four Zones of Teaching and Learning"

Examples of planned scaffolding that teachers prepare in advance, during lesson and curriculum planning, in order to support ELs' access to academic content and linguistic development include, but are not limited to, the following:

- Taking into account what students already know, including their primary language and culture, and relating it to what they are to learn;
- Selecting and sequencing tasks, such as modeling and explaining, and providing guided practice, in a logical order;
- Frequently checking for understanding during instruction, as well as gauging progress at appropriate intervals throughout the year;
- Choosing texts carefully for specific purposes (e.g., motivational, linguistic, content);
- Providing a variety of collaborative groups;
- Constructing good questions that promote critical thinking and extended discourse;
- Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia, to enhance access to content;
- Providing students with language models, such as sentence frames/starters, academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing).

Planned scaffolding allows teachers to provide *just-in-time* scaffolding during instruction, which flexibly attends to ELs' needs as they interact with content and language. Examples of this type of scaffolding include:

- Prompting a student to elaborate on a response to extend his or her language use and thinking;
- Paraphrasing a student's response and including target academic language as a model and, at the same time, accepting the student's response using every day or "flawed" language;
- Adjusting instruction on the spot based on frequent checking for understanding;
- What a student is saying to prior knowledge or to learning that will come (previewing).

**Figure 3.5** on the next page describes some scaffolding that can be applied at each English proficiency level and in each domain.

Figure 3.5  
Scaffolding Strategy Options for Teachers of English Learners K-12

	Emerging	Expanding	Bridging
Listening	<ul style="list-style-type: none"> <li>-Use physical gestures to accompany oral directives</li> <li>-Label visuals and objects with target vocabulary</li> <li>-Introduce cognates to aid comprehension</li> <li>-Model academic language and vocabulary</li> <li>-Ask for Total Physical Responses from students</li> <li>-Restate/Rephrase and use oral language routines</li> <li>-Use wait time</li> <li>-Use visuals to accompany printed text whenever possible</li> </ul>	<ul style="list-style-type: none"> <li>-Give two step contextualized directions</li> <li>-Provide graphics or objects to sequence steps in a process</li> <li>-Check comprehension of all students frequently</li> <li>-Use wait time</li> <li>-Use cognates to aid comprehension</li> <li>-Model academic language and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Confirm students' prior knowledge of content topics</li> <li>-Extend content vocabulary with multiple examples and non-examples</li> <li>-Model academic language and vocabulary</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>-Provide wall charts with illustrated academic vocabulary</li> <li>-Ask simple who, what, when, where, yes/no, or either/or questions</li> <li>-Elicit choral responses</li> <li>-Encourage participation in group chants, poems and songs</li> <li>-Assign roles in group work</li> <li>-Provide sentence frames for pair interactions</li> </ul>	<ul style="list-style-type: none"> <li>-Provide graphic organizers or notes to scaffold oral retelling</li> <li>-Prompt for academic language output</li> <li>-Repeat and expand student responses in a collaborative dialogue</li> <li>-Require full sentence responses by asking open ended questions</li> <li>-Use varied presentation formats such as role plays</li> <li>-Scaffold oral reports with note cards and provide time for prior practice</li> </ul>	<ul style="list-style-type: none"> <li>-Structure conversations requiring various points of view with graphic organizers</li> <li>-Require the use of academic language</li> <li>-Require full sentence responses by asking open ended questions</li> <li>-Require oral reporting for summarizing group work</li> <li>-Include oral presentations in the content classroom</li> </ul>
Reading	<ul style="list-style-type: none"> <li>-Preview the text content with pictures, videos, demos, charts, or experiences</li> <li>-Pair students to read one text together</li> <li>-Preview text with a picture walk</li> <li>-Use choral reading or shared reading</li> <li>-Provide additional multi-level texts matched to reading level</li> <li>-Use teacher read alouds or audio texts</li> <li>-Provide a list of important concepts on a graphic organizer</li> <li>-Provide bilingual dictionaries</li> <li>-Highlight key points in a text</li> </ul>	<ul style="list-style-type: none"> <li>-Provide a content vocabulary word bank with non-linguistic representations</li> <li>-Use guided reading</li> <li>-Teach skimming for specific information</li> <li>-Use jigsaw reading to scaffold independent reading</li> <li>-Use note-taking guides</li> </ul>	<ul style="list-style-type: none"> <li>-Ask students to analyze text structure and select an appropriate graphic organizer for summarizing</li> <li>-Use Reciprocal Teaching to scaffold independent reading</li> <li>-Use Cornell Notes</li> <li>-Use focused questions to guide reading</li> </ul>
Writing	<ul style="list-style-type: none"> <li>-Require students to label visuals</li> <li>-Require vocabulary notebooks with non-linguistic representations or L1 translations</li> <li>-Provide sentence frames with word and picture banks</li> <li>-Teach note taking on a graphic organizer</li> <li>-Use Interactive Journals</li> <li>-Provide cloze sentences with a word bank</li> </ul>	<ul style="list-style-type: none"> <li>-Teach signal words (comparison, chronology, cause-effect, listing) for academic writing</li> <li>-Require learning logs for summaries of learning</li> <li>-Provide cloze paragraphs with a word bank</li> <li>-Provide rubrics and exemplars to scaffold writing assignments</li> <li>-Teach and utilize the writing process</li> <li>-Provide writing frames</li> </ul>	<ul style="list-style-type: none"> <li>-Require academic writing and the use of target academic vocabulary</li> <li>-Hold frequent writing conferences with teacher and peers</li> </ul>

Adapted from Levine, L.N., Lukens, L. & Smallwood, B.A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools funded by the US Department of Education, PR Number T195N070316

## Formative Assessment

This toolkit focuses on formative assessments as a way to monitor the progress of English learners. Formative assessment provides information about student learning minute-by-minute, day-to-day, and week-to-week so that teachers continuously adapt instruction to meet the needs of students and make note of their progress with the purpose of moving the student's learning closer to their goals. When designing formative assessment, teachers need to consider the student's current English proficiency level (see *ELPAC Performance Level and ELD Standards Proficiency Level Descriptors*, **Figure 2.1**). It is important that educators interpret assessment information and evidence in order to plan instruction and respond appropriately to student learning.

As you gather information about student learning, consider the following questions (*CA ELA/ELD Framework*, Chapter 8, p. 830):

- Where are my students in relation to learning goals for this lesson?
- What is the gap between students' current learning and the goal?
- What individual difficulties are my students having?
- Are there any missing building blocks in their learning?
- What do I need to adjust in my teaching to ensure that students learn?



## Chapter 4: Instructional Strategies

### Academic Vocabulary: The Frayer Model

#### Learning Targets

Students build their understanding of academic vocabulary and concepts to support their comprehension of text, improve their writing, engage in collaborative conversations about academic topics, and make oral presentations.

#### Why Use This Strategy?

Specific and direct academic vocabulary instruction is essential for English learners to understand and participate in classroom instruction. English learners benefit from “direct scaffolded instruction of important words.” Kinsella (2005) Regular academic vocabulary instruction builds students’ background knowledge and enhances their understanding of complex text and concepts.

#### When to Use This Strategy?

Use this strategy to build understanding of concepts and vocabulary to improve student’s comprehension.

#### How Does This Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<u>Language</u> <b>Vocabulary Acquisition and Use</b>	<u>Part I</u> <b>12b. Selecting Language Resources</b>	<u>Claim #1</u> Students can read closely to comprehend increasingly complex texts.	<u>Reading</u> Read and Choose a Word/Sentence
<u>Reading</u> Craft and Structure Range of Reading and Level of Text Complexity	<u>Part II</u> <b>6. Connecting Ideas</b>	<u>Claim #2</u> Students can produce effective writing for a range of purposes and audiences.	<u>Writing</u> Label a Picture, Justify an Opinion
		<u>Claim #3</u> Students can employ effective [speaking and] listening skills.	<u>Speaking</u> Talk About a Scene
		<u>Claim #4</u> Students can engage in research/ inquiry to present information.	<u>Listening</u> Listen to an Oral Presentation

## Academic Vocabulary: The Frayer Model

### How Do I Plan for This Strategy?

Before the start of the lesson, identify key vocabulary critical to the lesson. For English learners, it is recommended that no more than three words be selected.

### Steps

The Frayer Model is a graphic organizer for building student vocabulary.

The information is placed on a chart that is divided into four sections to provide a visual representation for students.

#### Steps:

1. Select key vocabulary – The identified word is written in the center of the chart. Introduce the word in the context of the lesson content. If the word is used in the text, point to the location and read the sentence. Have students repeat the word.
2. Write definition – The definition is written in the top left corner of the chart. Students may need to use a dictionary, glossary or other resources to define the word. If possible, use photos and other visuals (non-linguistic visual representation). Keep in mind students' ELD proficiency levels when explaining the meaning of the word. Explanation should only contain familiar words.
3. List characteristics – The characteristics are written in the top right corner of the chart. Students list characteristics, traits, or qualities of the vocabulary word.
4. List examples – The examples are written on the lower left corner of the chart. Students list examples and synonyms for the vocabulary word.
5. List non-examples – The examples are written on the lower right corner of the chart. Students list non-examples and antonyms of the vocabulary word.

-Students can be divided into pairs and have them complete the graphic organizer together or assign each student to work on it alone.

-Provide opportunities for students to **use** the word in oral and written activities.

-Place the word in a word bank, anchor chart or word wall to review later and as a resource for students to use during writing.

Adapted from Frayer, D.A., & Klausmeier, H.G. (1969). *A schema for testing the level of concept mastery*, Technical Report #16. The University of Wisconsin.

Adapted from Ellis, E. (1997). The Clarifying Routine. Edge Enterprises, Lawrence, Kansas.

## Academic Vocabulary: The Frayer Model

### Sample Template

*Note: A full size copy is available in the appendix*

***Frayer Model***

DEFINITION	CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES

### Some Considerations for Different English Proficiency Levels

*Note: See section titled “Scaffolding” for more information on how to scaffold for different proficiency levels.*

#### Emerging

Provide emerging students the opportunity to discuss the definition, visual representations (examples and non-examples, and when appropriate characteristics of vocabulary word or concept.

Interactive writing with the teacher facilitating the discussion and recording responses on a shared Frayer Model template as a whole group.

#### Expanding

At the expanding level, encourage peer to peer conversations using new vocabulary.

Interactive writing with the teacher facilitating the discussion and students recording the responses on a shared Frayer Model template with peer support.

#### Bridging

At the bridging level, students use the **Frayer Model** with intermittent scaffolds.

Interactive writing with the student interpreting the meaning independently and students recording their responses on the template while working with a partner.

*Develop essential academic vocabulary for the concept and allow students to practice using it at all proficiency levels.*

## Academic Vocabulary: The Frayer Model

### Integrated ELD

Select vocabulary that will both help ELs in accessing the content and support them in their learning across disciplines. Give students opportunities to practice using the words in listening, speaking, reading and writing.

### Designated ELD

Provide multiple opportunities for students to use academic vocabulary identified in content area instruction. Provide explicit instruction on the morphology, syntax and function of the vocabulary word.

### Formative Assessment

Teachers should frequently check students' abilities to use the words correctly when speaking and writing. This can be done with a checklist or rubric.

### K-6 Resources and Videos

#### [Kindergarten: Vignette 3.4. General Academic Vocabulary Instruction from Storybooks Designated ELD](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



#### [Grade 4: Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



#### [Grade 3: Science Vocabulary with the Frayer Model](#)

Source: *theteachertoolkit.com*



## Academic Vocabulary: The Frayer Model

### 6-12 Resources and Videos

[Middle School: Science Vocabulary with the Frayer Model](#)

Source: *theteachertoolkit.com*



## Sentence Deconstruction

### Learning Targets

Students analyze the components and internal structure [or parts] of a sentence or group of sentences to help understand the meaning.

### Why Use This Strategy?

This strategy teaches learners to work through language complexity to uncover meaning. Sentence Deconstruction can support both receptive and expressive language.

### When to Use This Strategy?

Use this strategy when you expect to encounter dense sentences, particularly when the sentences include clauses, ambiguous language such as pronouns, modals, conjunctions, idiomatic expressions, nominalizations, etc., or when there is a discrepancy between sentence structure of students' primary language and the new language learned. Compound or complex sentences might invite deconstruction.

### How Does This Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<u>Language</u> Knowledge of Language	<u>Part I</u> <b>6. Reading/viewing closely</b>	<u>Claim #1</u> Students can read closely to comprehend increasingly complex texts	<u>Reading</u> Read a Short Informational Passage
Vocabulary Acquisition and Use	8. Analyzing language choices		Read a Literary Passage
<u>Reading</u> Key Ideas and Details	<u>Part II</u> <b>1. Understanding text structure</b>		Read an Informational Passage
Craft and Structure	<b>2. Understanding cohesion</b>		Read a Student Essay

## Sentence Deconstruction

### How Do I Plan for This Strategy?

- Preview your text.
- Choose a sentence that learners might find challenging or problematic due to its language demands. This sentence should be selected for use because it contains important ideas that are critical to the comprehension of the overall text/lesson as a whole and also because of the academic language structures it presents.
- Anticipate which language within the sentence(s) may require attention for particular students. Choose a focus rather than trying to deconstruct every aspect of the sentence(s).
- Prepare the sentence(s) so that the text can be read or viewed by the group and annotated, i.e., on chart paper or projected onto a whiteboard.

### Steps

With students, read the sentence(s) aloud.

1. Explain that sometimes sentences have so many parts that we have to slow down to stop at talk about what those parts mean so that we can fully understand,
2. Ask questions to support analysis of the sentence to address the aspects of the text that require attention to clarify meaning.
  - a. Identify with students (or point out) the challenging parts within the sentence(s). This will be determined, in part, by language proficiency and sentence structure. For students at the Expanding or Bridging levels, you might ask, *"What part of this sentence sounds tricky or confusing?"* Or, you might point out, *"Parts like this can sometimes be confusing...The author used this word to help show..."*
  - b. As you and your students point out challenging parts, work together to name the confusing places. *"Notice how the author uses a pronoun, it. What's the 'it' in this sentence? What is 'it' referring back to?"*
3. Annotate the text with students to clarify the parts as you talk about them. You might include cross-referencing the text with arrows, restating word meanings, sketching, etc.
  - a. Note: Do not feel the need to annotate everything (as in the example below), only annotate those parts of the sentence(s) that need clarification through close attention to language.
  - b. You might consider approaching the sentence(s) as an interactive writing experience where students share the pen and mark the challenging places while the group works through meaning together.
  - c. Annotation is a temporary scaffold within this strategy. As they grow in proficiency, students will be able to "deconstruct" the language in their heads.
4. Invite students to discuss the meaning. Ask questions such as, *"What is this part trying to say?" "What does this part mean?" "What is this sentence about?" "What is this sentence trying to say?" "What ideas does this sentence hold?"*

## Sentence Deconstruction

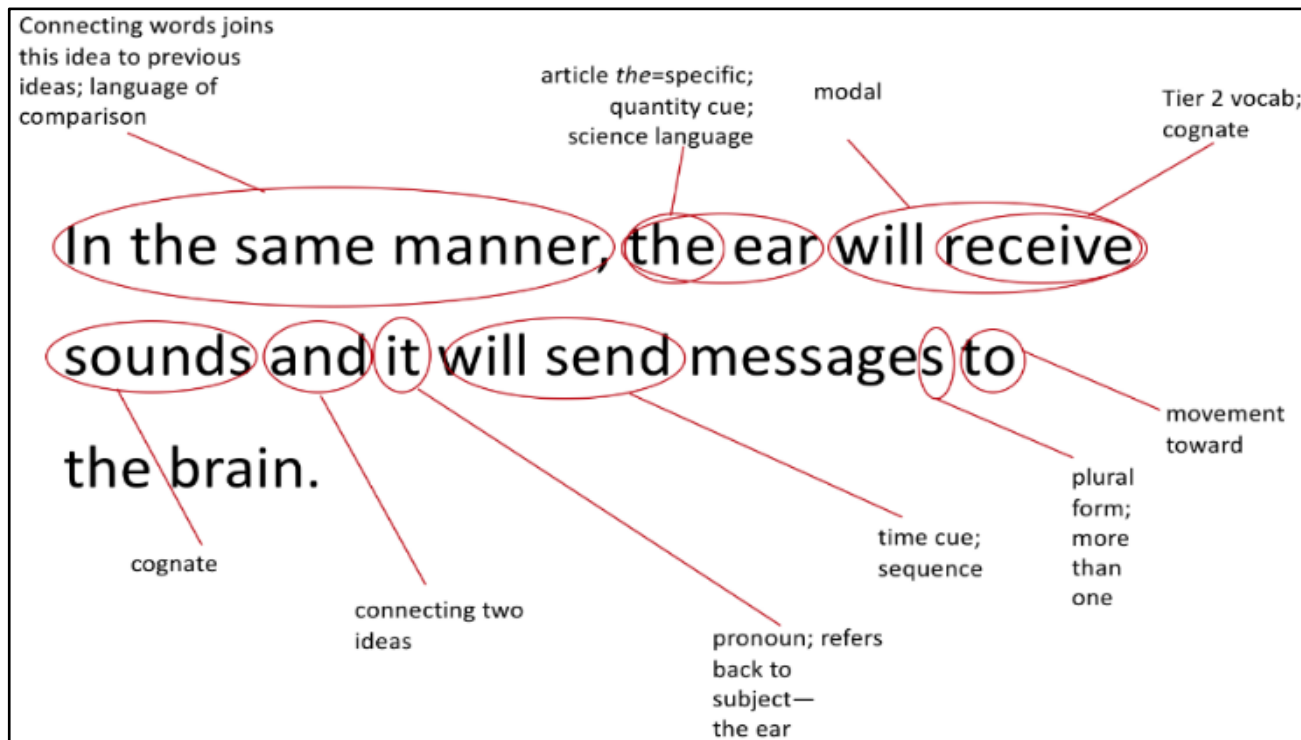
5. Support learners as they interpret and paraphrase the sentence to express their understanding of the sentence(s).
6. Provide opportunities for students to **use** the language by incorporating partner talk and group discussion.

Adapted from Herrell, A.L., & Jordan, M. (2012). Syntax Surgery. In *50 strategies for teaching English language learners* (p.132-135). Boston, Massachusetts: Pearson.

Adapted from Beers, K. (2003). *When kids can't read what teachers can do*. Portsmouth, NH: Heinemann.

Adapted from Spycher, P. (2015). Scaffolded Language Analysis In P. Spycher (Ed.), *The common core state standards in English language arts/literacy for English language learners: Grades K-5*. (pp. ). Alexandria, VA: TESOL Press.

### Example 1:



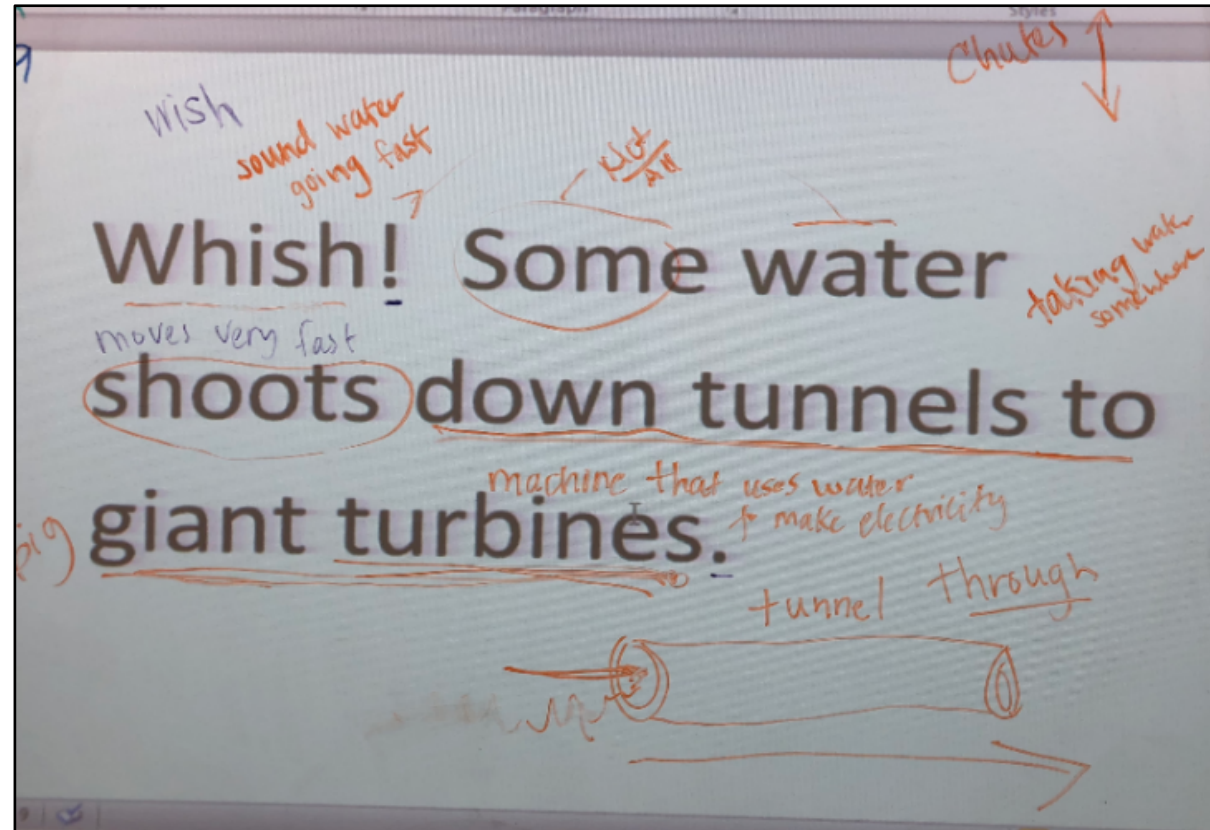
***This sentence is trying to say...***

*"Just like the nose sends signals to the brain, the ears do, too. Sounds go into the ear. The ear takes those sounds and sends messages to the brain to tell it what is heard."*



## Sentence Deconstruction

### Example 2:



*This sentence is trying to say...*

"Whish is the sound of water as it moves very fast down through tunnels to big machines that use water to make electricity."

## Sentence Deconstruction

### Some Considerations for Different English Proficiency Levels

*Note: See section titled “Scaffolding” for more information on how to scaffold for different proficiency levels.*

Emerging	Expanding	Bridging
<p>This strategy might be used with simpler sentences, to begin. At this level, students may need attention to pronoun distinctions within text (i.e., she/he, he/him/his, it, they, etc.), plural/singular forms, and verb tense time cues.</p> <p>Teacher may need to ask more guiding questions and offer explicit input in regard to meaning.</p>	<p>At this level, attend more closely to multiple meaning words or phrases and idiomatic expressions.</p> <p>Increasing attention might be given to clause constructions.</p> <p>Teacher prompts students to identify the challenging parts of the sentence(s).</p>	<p>At this level, students may need increasing attention to precision and to the language demands of content, i.e., nominalization.</p> <p>Students should be encouraged to more independently paraphrase or restate the meaning of the sentence(s).</p>
<p><i>Develop essential academic vocabulary for the concept and allow students to practice using it.</i></p> <p><i>Read closely and explain interpretations and ideas from reading.</i></p>		

### Integrated ELD

As part of Integrated ELD, this strategy can be used to reinforce comprehension of content-rich text. It can be teacher-guided, but the intention is for students to ultimately take ownership of the process so that they may do this type of thinking about text meaning themselves.

## Sentence Deconstruction

### Designated ELD

- The overarching task is Reading/Viewing Closely to support text interpretation and comprehension. As part of that goal, attention might be specifically centered around ELD Standards within Part II: Learning About How English Works, i.e., Structuring Cohesive Texts, Expanding and Enriching Ideas, or Connecting and Condensing Ideas.
- After deconstructing for one purpose, teachers might revisit this text deconstructed sample again on another day to highlight another aspect of language.
- Use frames or stems while discussing the sentence(s) such as:
  - *It means...*
  - *\_\_\_\_\_ means \_\_\_\_\_.*
  - *\_\_\_\_\_ could mean \_\_\_\_\_.*
  - *One tricky part is \_\_\_\_\_. I think it might mean \_\_\_\_\_.*
  - *I notice... I wonder...*

### Formative Assessment

After practicing the approach, invite students to deconstruct other sentences for meaning making. Annotating is optional--it is not the goal. The end goal is comprehension: "What is this sentence trying to say? What does it mean?" This is crucial to gathering evidence of students' understanding. Students' responses can also serve to gain insight into the elements of language that may need additional attention/teaching.

### K-6 Resources and Videos

#### [Figure 2.22. Sentence Deconstruction Focusing on Structure and Meaning](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



#### [Kindergarten: Classroom Example of Teaching Complex Text: Butterfly](#)

Source: *Vimeo video from the Council of the Great City Schools, 2012*



## Sentence Deconstruction

[Grade 4: Sentence Deconstruction in 4<sup>th</sup> Grade](#)

Source: *Vimeo video from WestEd iStudies, 2016*



### 6-12 Resources and Videos

## Pictorial Input Chart (OCDE Project GLAD<sup>®</sup>, 2015)

### Learning Targets

Students build knowledge and disciplinary vocabulary through visuals, labels, and gestures.

### Why Use This Strategy?

Use this strategy to provide direct instruction of content. It builds knowledge that allows for meaningful access of core content, creates an active learning environment and provides opportunities for discourse.

### When to Use This Strategy?

This strategy should be used to introduce content in a lesson, but also is to be used on an on-going basis to deepen student learning. On-going processing, with students adding to the walls, using word cards and picture file cards, allows students to take ownership of their learning over time. Teachers facilitating this process can differentiate vocabulary or content processing to meet the needs of the learner.

### How Does This Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<b><u>Speaking and Listening</u></b> <b>Comprehension and Collaboration</b>  <b>Presentation of Knowledge and Ideas</b>	<b><u>Part I</u></b>	<b><u>Claim #3</u></b>	<b><u>Listening</u></b>
	5. Listening actively	Student can employ effective (speaking and) listening skills for a range of purposes and audiences.	<b>Listen to an Oral Presentation</b>
	7. Evaluating Language Choices		<b><u>Speaking</u></b>
	8. Analyzing Language Choices		<b>Summarize an Academic Presentation</b>
	9. Express information		Retell a Narrative
	<b><u>Part II</u></b>		
	1. Understanding Text Structure		
	2. Understanding Cohesion		

## Pictorial Input Chart (OCDE Project GLAD®, 2015)

### How Do I Plan for This Strategy?

- Develop categories of information and content for the lesson or unit based on standards.
- Determine tiered vocabulary essential for learning.
- Lightly sketch a pictorial representation of something from your unit.
- Write all facts on the chart in pencil.
- Students are in close proximity to the chart.

### Steps

1. As you introduce content and develop academic language, write it in a different color marker for each category.
2. Use gestures, paraphrase, and/or define vocabulary that students will encounter throughout the unit.
3. As you say it and write, invite students to “say it with me,” having students repeat the academic language you use.
4. Provide opportunities for students to **use** the language. Supply sentence frames for students to have purposeful discussion about the content.

Note: For every 10 minutes of instruction, allow students time to process the content for 2 minutes.

On-going use: Periodically review the chart while students simultaneously place word cards (the color written on word card matches facts on chart). Invite students to “read it with me” to give students the opportunity to practice with academic language. Provide various prompts to differentiate the review.

*Orange County Department of Education Project GLAD® NTC Learning Guide (2nd ed.)* (2015). Costa Mesa, CA: Orange County Department of Education.

### Some Considerations for Different English Proficiency Levels

*Note: See section title “Scaffolding” for more information on how to scaffold for different proficiency levels.*

Emerging	Expanding	Bridging
Use words on cards and have students place them on the chart.	Use the chart for discussion and provide differentiated sentence frames when needed.	Use the chart for discussion and provide differentiated sentence frames when needed.
Give students several minutes of processing time to think about new content and discuss it with a partner, relating it to their native language if necessary.	Give students processing time to think about new content and discuss it with a partner.	
Invite students to say it with you and read it with you as you review the content.	Invite students to say it with you and read it with you as you review the content.	
<i>Develop essential academic vocabulary for the concept and allow students to practice using it.</i>		

## Pictorial Input Chart (OCDE Project GLAD<sup>®</sup>, 2015)

### Integrated ELD

- Examine the content to identify language that may be challenging for English learners.
- Determine opportunities to highlight and discuss particular language resources (e.g. powerful or precise vocabulary) in text being used for instruction.
- Focus on building background and essential content knowledge necessary for ELs to engage with the text being used for instruction.
- Provide sentence frames at various levels for students to use to discuss key concepts.

### Designated ELD

- Reference the appropriate grade level ELD standards and English proficiency level of students to determine language forms with which students may struggle.
- Incorporate language forms into direct instruction when possible (ex. verb tense, transition words) and encourage students to practice using this academic language as they discuss the content and write about it.

### Formative Assessment

- Ask questions to check for understanding of content during direct instruction.
- Create a checklist or rubric to track students' language use.

### K-6 Resources and Videos

#### [Grade 2: Integrated and Designated ELD](#)

Source: *The Sobrato Family Foundation*



### 6-12 Resources and Videos

#### [Middle School: Pictorial on Earth's Layers](#)

Source: *You Tube video by Cliff Shaeffer, 2009*



## Sentence Patterning (OCDE Project GLAD®, 2015)

### Learning Targets

Students will write complete sentences about an academic topic of study by manipulating the parts of speech.

### Why Use This Strategy?

This strategy will support students who frequently write in simple sentences. Sentence patterning will help students expand and enrich their ideas in order to write more complex sentences. It will also help move students from oral language production through reading to writing in an active learning environment.

### When to Use This Strategy?

Use this strategy in the middle of a unit after academic content has been developed through the study of multiple texts on a specific topic.

### How Does This Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<b>Production and Distribution of Writing</b>	<b>Part II</b>	<b>Claim #2 – Writing</b>	<b>Writing</b>
Produce clear and coherent writing in which the development, organization,	<b>3. Using verbs and verb phrases</b>	Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>Describe a Picture (3-12)</b>
	<b>4. Using nouns and noun phrases</b>		Write About an Experience (3-12)
	<b>5. Modifying to add details</b>		
	<b>Part I</b>		
	<b>12. Selecting language resources</b>		

### How Do I Plan for This Strategy?

- Create a print rich environment around an academic topic of study by using multiple authentic visuals and word labels.
- Using a Here/There chant increases scaffolding for this process. See appendix p. 87 for an example.
- Identify a noun from the unit of study as the topic of discussion.
- Create a 5-column sentence patterning chart. (See Example 1 below)



## Sentence Patterning (OCDE Project GLAD®, 2015)

### Steps

1. Students are in close proximity to the teacher.
2. Label the second column “noun”, add a descriptor, then add the selected noun from the unit of study. Have students read with you.
3. Write “adjective”, add a definition and provide prompts to elicit language learned. (“Look at those \_\_\_\_\_ they are so \_\_\_\_\_.” “Listen to those \_\_\_\_\_ they are so \_\_\_\_\_.”). Use gestures to elicit language with prompts. Have students put heads together to brainstorm. Then choral calling responses, educator captures academic vocabulary on the chart.
4. Repeat the process for each column- labeling, defining, prompting with gestures, heads together, and charting.
5. Provide opportunities for student to **use** the language. Have students reference visuals posted in the classroom of the topic of study before collaborating with a partner through a Think-Pair-Share to brainstorm ideas.
6. Close the lesson by asking students to independently write one or more sentences about the topic.

Orange County Department of Education Project GLAD® NTC Learning Guide (2nd ed.). (2015). Costa Mesa, CA: Orange County Department of Education

### Example 1 Sentence Patterning Chart

*Note: A full size template is available in the appendix*

<b>Adjective</b> (describes)	<b>Noun</b> (person, place, thing, idea)	<b>Verb</b> (action)	<b>Adverb</b> (describes a verb; tells how -ly)	<b>Prepositional phrase</b> (tells where or when)
silky spiky soft delicate pointy waxy fragile poisonous feathery	plants	grow bloom protect breathe absorb eat close sting	quietly carefully slowly flexibly neatly quickly speedily daily efficiently	around the hillsides in the classroom in the garden in pots at your house in the desert throughout the night on the farm

## Sentence Patterning (OCDE Project GLAD<sup>®</sup>, 2015)

### Some Considerations for Different English Proficiency Levels

*Note: See section titled “Scaffolding” for more information on how to scaffold for different proficiency levels.*

Emerging	Expanding	Bridging
Ensure the use of vocabulary supports including: Cognates, visuals, and realia.  Begin creating sentences with familiar topics and activities before academic topics (use student names and actions).  Begin with a simple sentence structure (e.g. noun, verb).	Vary the verb tense to increase understanding of language used both orally and in writing. (subject-verb agreement)  Engage students in rereading of complex text for precise word choice to add to the chart.	Vary sentence style and structure to reduce repetition and add emphasis by changing the order of the parts of speech. This can be done by separating the columns and moving the adverb or prepositional phrase column to the beginning of the sentence.
<i>Develop essential academic vocabulary for the concept and allow students to practice using it.</i>		

### Integrated ELD

- Identify the academic language and sentence pattern that you want students to use when talking or writing about the academic topic being studied.
- Provide students opportunities to practice using the sentence pattern and academic language in other contexts.

### Designated ELD

- Students learn about sentence structure by manipulating parts of speech. Students work in teams to play a Reading/Trading game using the vocabulary from the chart.
- Make word cards, matching the vocabulary and colors from the Sentence Patterning Chart.
  - **K-1:** Each team will need three adjectives, 1 noun, 1 verb, and 1 prepositional phrase
  - **2-12:** Each team will need two adjectives, 1 noun, 1 verb, 1 adverb, and 1 prepositional phrase

### Reading Game

- Teams receive a controlled set of six word cards from the Sentence Patterning Chart to make a complete sentence, then chant it for the whole group.
- As teams share sentence, ask, “Are you right? How do you know?” to build metacognition.

## Sentence Patterning (OCDE Project GLAD<sup>®</sup>, 2015)

### Designated ELD continued

#### Trading Game

- Teams receive six random word cards from the Sentence Patterning Chart
- Teams trade with other teams for the correct parts of speech to create a complete sentence. As students trade, they should be encouraged to use the correct grammatical terms (e.g. “Will you trade me an adjective for an adverb?”)

As teams share sentence, ask, “Are you right? How do you know?” to build metacognition.

### Formative Assessment

- Use students’ independently written sentences to assess their understanding.
- Observe students as they create their sentences and justify why their sentence is “right”. Students should reference the sentence patterning chart as justification for why their sentence is “right”.

### K-6 Resources and Videos

#### [Grade 1/2: Sentence Patterning Chart](#)

Source: *You Tube video by Jordan Roderick, 2016*



### 6-12 Resources and Videos

#### [Grade 5-8: Sentence Patterning Model \(GLAD\)](#)

Source: *You Tube video by Carolyn Frye, 2019*



## Sentence Unpacking

### Learning Targets

Students will unpack and discuss the meaning of long, complex sentences.

### Why Use This Strategy?

Unpacking sentences that tend to be long and densely packed with information helps to demystify academic language and supports students' comprehension of complex texts. This strategy also gives students ideas and resources for their own writing.

### When to Use This Strategy?

Use this strategy when students struggle with comprehending long, complex sentences and/or when students use only simple sentences in their writing. This strategy will help students create compound, complex sentences as they practice using the language feature highlighted in the lesson.

### How Does this Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<u>Reading</u> Key Ideas and Details	<u>Part I</u> 1. Exchanging Information and Ideas	<u>Claim #1</u> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	<u>Reading</u> Read a Short Informational Passage
Range of Reading and Level of Text Complexity	<b>6. Reading/ Viewing Closely</b>		Read an Informational Passage
<u>Writing</u> Production and Distribution of Writing	<u>Part II</u> <b>6. Connecting Ideas</b>	<u>Claim # 2</u> Students can produce effective and well grounded writing for a range of purposes and audiences.	Read a Literary Passage
	<b>7. Condensing ideas</b>		Read a Student Essay
			<u>Writing</u> Describe a Picture
			<u>Speaking</u> Support an Opinion

## Sentence Unpacking

### How Do I Plan For This Strategy?

- Select a complex sentence from a core text already being used during content instruction. The sentence to be unpacked should be critical for students to understand the key meanings of the topic in the text.
- Divide the complex sentence into meaningful chunks (see example below).

### Steps

1. Post the original complex sentence from the core text and ask students to identify what they find challenging about it. This step helps to raise students' awareness of monitoring their own reading comprehension.
2. Display a T-chart with the meaningful chunks of the sentence on the left side of the chart (see Example 1 below).
3. Model thinking aloud and using accessible language to unpack the meaning of the first chunk of the sentence. Record the meaning in accessible language on the right side of the T-chart.
4. Ask students guiding questions about each chunk and allow them to discuss their ideas with a partner. Record the meaning of each chunk in accessible language on the right side of the T-chart.
5. Highlight an important language feature used in the sentence (e.g., how conjunctions are used to connect two ideas in a complex sentence, how prepositional phrases are used to add details, etc. (reference ELD Standards Part II)).
6. Provide opportunities for students to **use** the language.

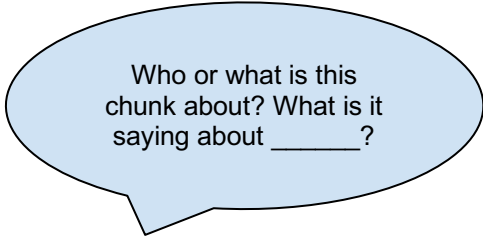
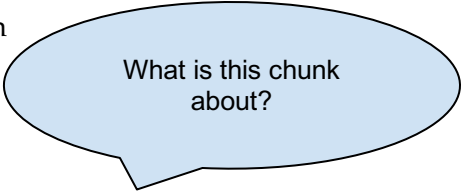
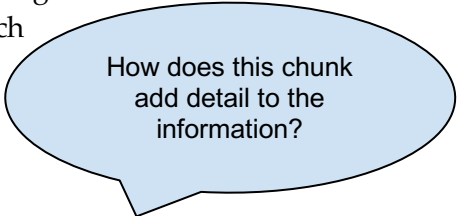
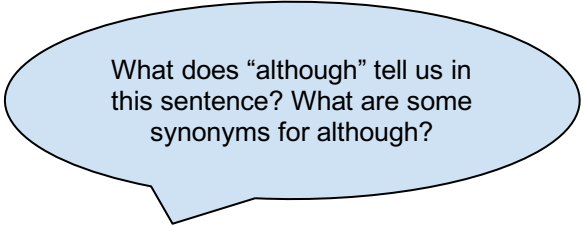
*Adapted from English Language Arts/English Language Development Framework for California Public Schools (2015) Sacramento, CA: CDE Press.*

## Sentence Unpacking

### Example 1

*T chart with possible student responses in red*

Original Sentence: "Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year."

Chunk	Meaning
<p>Although many countries are addressing pollution,</p> 	<p>A lot of countries are doing something about pollution,</p>
<p>environmental degradation</p> 	<p>the environment is still getting worse</p>
<p>continues to create devastating human health problems each year.</p> 	<p>the ruined environment is still causing really bad health problems every year</p>
	<ul style="list-style-type: none"> <li>Although= shows concession or exception; Synonyms: even though, however, but</li> <li>What this sentence is mostly about: the effects of pollution on the environment and on human health</li> </ul>
<p>What it means in our own words: A lot of countries are doing something about pollution, but pollution is still destroying the environment. The ruined environment is causing really bad health problems every year.</p>	

## Sentence Unpacking

### Some Considerations for Different English Proficiency Levels

*Note: See section titled "Scaffolding" for more information on how to scaffold for different proficiency levels.*

Emerging	Expanding	Bridging
Begin unpacking sentences with familiar topics and accessible language.  Students at this level should additionally use the same texts that other students do.  A companion text addressing the same content with more accessible language can also be useful as temporary scaffold.	Select increasingly complex sentences with multiple words/ideas to unpack.	Select content related complex sentences with domain specific vocabulary to unpack.
<i>Develop essential academic vocabulary for the concept and allow students to practice using it.</i>		

### Integrated ELD

- Routinely examine the texts used for instruction to identify language that may be challenging for English learners.
- Determine opportunities to highlight and discuss particular language resources (e.g. powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas) in text being used for instruction.
- Select sentences to unpack that are critical for students to understand the key meanings of the topic in the text.

### Designated ELD

- Structure opportunities for students to practice using the language feature identified in the Sentence Unpacking lesson using the *Routine for Teaching Language Features* below:
  1. Point out the language feature in the original sentence. **(although)**
  2. Explain why and how the feature is used.

**"An author might use *although* to....."**

    - a) Show students examples of the structure in varied contexts.
      - Student friendly examples: **Although I was tired, I did my best on the test.**
      - Academic or content related examples: **Although the experiment failed, the hypothesis was reasonable.**

## Sentence Unpacking

### Designated ELD continued

- b) Provide students with a context to practice the structure by providing them with a choice of topics to write a sentence about using the language feature.
- Students practice the structure in speaking and writing.

Although \_\_\_\_\_, \_\_\_\_\_.

- c) Use a collaborative structure to allow students to orally share their sentences with multiple partners.

### Formative Assessment

- Listen to students' ideas when they are discussing the meaning of each chunk in the sentence. Use this information to guide future ELD lesson development.
- Listen to students' sentences and clarify any misuse of the new language feature.

### K-6 Resources and Videos

#### [Grade 1: Vignette 3.6 Unpacking Sentences Designated ELD Instruction](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



#### [Grade 3: Vignette 4.4 Analyzing Complex Sentences in Science Texts Designated ELD Instruction](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



#### [Grade 2: Unpacking Sentences Video](#)

Source: *Vimeo video S. Orozco, 2015*





## Sentence Unpacking

### 6-12 Resources and Videos

[Grade 11: Vignette 7.4. Unpacking Sentences and Nominalization in Complex History Texts Designated ELD Instruction](#)

*Source: English Language Arts/English Language Development Framework for California Public Schools, 2015*



[Figure 6.27. Sentence Detective Practice](#)

*Source: English Language Arts/English Language Development Framework for California Public Schools, 2015*





## Academic Conversations: Using Jeff Zwiers' Five Core Conversation Skills

### Learning Target

Students will engage in academic conversations which are sustained and purposeful about school topics. Students will speak authentically about the topic with multiple turns.

### Why Use This Strategy?

- Use this strategy when you want to provide opportunities for students to learn from one another and build meaning that they did not have before the conversation.
- Use academic conversations when you want students to deepen and fortify their think/pair/share, small groups, sentence frames and stems use.
- Academic conversations contribute to language acquisition through the interaction that input (listening or reading) and output (speaking and writing) alone may not foster.
- Conversations build vocabulary, literacy skills, critical thinking skills, content understanding, connections, builds relationships, promotes different perspectives and empathy, and fosters choice and ownership.

### When to Use This Strategy?

Use this strategy when you want students to enhance and broaden their comprehension of a topic/issue in a meaningful way. They provide students the opportunity to build and share knowledge by questioning one another, negotiate meaning, clarify their understanding and make their ideas comprehensible to their partner.

### How Does This Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<u>Speaking and Listening</u> Comprehension and Collaboration 1	<u>Part I</u>	<u>Claim #3</u>	<u>Speaking</u>
	<b>1. Exchanging information and ideas</b>	Students can employ effective [speaking and] listening skills.	Support an Opinion
	3. Offering and Justifying Opinions		Present and Discuss Information
	4. Adapting Language Choices		
	<u>Part II</u>		
	6. Connecting ideas		

## Academic Conversations: Using Jeff Zwiers' Five Core Conversation Skills

### How Do I Plan For This Strategy?

- Choose an initial prompt to energize, focus, and shape the conversation. Prompts are based on standards, curriculum, student interests or current events.
- Prompts can be:
  - A deep question that drives the unit
  - A thinking skill that students need to use
  - A task or product that demonstrates student learning
  - A life experience that connects to the learning
- Ideas for generating conversation prompts: persuade/decide, apply, create/design, right or wrong, perspectives, compare, bias, cause/effect, evaluate/critique, hypothesize
- Establish classroom norms and expectations for the conversations (ex. Make eye contact with your partner, nod your head to indicate you are listening)
- Provide instruction in using each of the core skills

### Steps

Skill 1: Build an idea

Skill 2: Pose a buildable idea

Skill 3: Clarify ideas (define, question, elaborate, synthesize, paraphrase, and negotiate)

Skill 4: Support ideas

Skill 5: Evaluate, compare, and choose one idea

The following are steps to help students develop skills for an authentic academic conversation:

1. Student A or Student B poses an idea/potential answer to the question/prompt.
2. Students use questions/prompts for each of the conversation skills as they respond to the prompt.
3. Student A or Student B poses a second or alternative idea/answer.
4. Partners clarify by elaborating, paraphrasing, synthesizing and negotiating.
5. Students support their ideas with examples or evidence.
6. Students evaluate and compare their two ideas/answers.
7. Students select the idea/answer that was the most supported in their conversation.

Adapted from Zwiers, J., & Crawford, M. (2011) *Academic conversations: classroom talk that fosters critical thinking and content understandings*. Portland, Maine: Stenhouse Publishers

Adapted from Zwiers, J. (2019). *Next steps with academic conversations: new ideas for improving learning through classroom talk*. Portland, Maine: Stenhouse Publishers.

## Academic Conversations: Using Jeff Zwiers' Five Core Conversation Skills

### Features of Effective Conversation Tasks

- Require both partners to talk.
- Require critical and creative thinking.
- Take advantage of controversies and conflict.
- Recognize ambiguity.
- Encourage thinking based on principles, laws and approaches to the discipline.
- Build opportunities for transfer of knowledge and skills.
- Provide choice and ownership.

### Example 1

Skill 1: Build an Idea			
Skill 2: Pose a Buildable Idea			
Conversation Skill		Frames for Prompting the Skill	Frames for Responding
Skill 3: Clarify	Elaborate	<ul style="list-style-type: none"> <li>• Can you elaborate on ...?</li> <li>• What do you mean by...?</li> <li>• Can you tell me more about...?</li> <li>• What makes you think that...?</li> <li>• Can you clarify the part about...?</li> <li>• Can you be more specific?</li> <li>• How so?</li> <li>• How/Why is that important?</li> <li>• I'd love to hear more about...</li> <li>• How does that connect to...?</li> <li>• How so?</li> <li>• I am little confused about the part....</li> </ul>	<ul style="list-style-type: none"> <li>• I think it means that...</li> <li>• In other words, ...</li> <li>• I believe that...</li> <li>• An analogy for this might be...</li> <li>• It is important because...</li> <li>• It is similar to when...</li> <li>• I would like to add...</li> </ul>

## Academic Conversations: Using Jeff Zwiers' Five Core Conversation Skills

### Example 1 continued

Conversation Skill		Frames for Prompting the Skill	Frames for Responding
Skill 3: Clarify	Paraphrase	<ul style="list-style-type: none"> <li>• I'm not sure that was clear...</li> <li>• I can't remember all that I said.</li> <li>• How can we relate what I said to the topic/question?</li> <li>• What do we know so far?</li> <li>• What is your take on what I said?</li> <li>• I don't know. Did that make sense?</li> <li>• What are you hearing?</li> <li>• When you said..., do you mean ...?</li> </ul>	<ul style="list-style-type: none"> <li>• So, you are saying that...</li> <li>• Let me see if I understand you...</li> <li>• Am I right in hearing you say that...?</li> <li>• In a nutshell, you are arguing that...</li> <li>• In other words...</li> <li>• What I am hearing is...</li> <li>• Essentially you think that...</li> <li>• It sounds like you are saying that...</li> <li>• You're thinking that ...</li> <li>• So, you wonder if ...</li> <li>• So, there are three main points...</li> </ul>
	Synthesize	<ul style="list-style-type: none"> <li>• What have we discussed so far?</li> <li>• How should we synthesize what we talked about?</li> <li>• How can we bring this all together?</li> <li>• What can we agree upon?</li> <li>• What main points can we share?</li> <li>• What was our original question?</li> <li>• What key idea can we take away?</li> </ul>	<ul style="list-style-type: none"> <li>• We can say that...</li> <li>• The main theme/point seems to be...</li> <li>• As a result of this conversation, we think that we should...</li> <li>• How does this sound...?</li> <li>• What if we...?</li> <li>• The evidence seems to suggest that...</li> </ul>

## Academic Conversations: Using Jeff Zwiers' Five Core Conversation Skills

### Example 1 continued

Conversation Skill		Frames for Prompting the Skill	Frames for Responding
Skill 3: Clarify	Negotiate	<ul style="list-style-type: none"><li>• What do you think about the idea that...?</li><li>• Can you add to this idea?</li><li>• Do you agree?</li><li>• What might be other points of view?</li><li>• What are other ideas?</li><li>• How does that connect to the idea...?</li><li>• I am not sure if this is relevant, but...</li><li>• How can we bring this back to the question of...?</li></ul>	<ul style="list-style-type: none"><li>• I would add that...</li><li>• I want to expand on your point about...</li><li>• I want to follow up on your idea... (to challenge)</li><li>• Then again, I think that...</li><li>• Another way to look at this could be...</li><li>• Yet I wonder also if...</li><li>• If ____, then____</li><li>• To piggyback off your idea about...</li><li>• I have an example of that...</li><li>• Some people might say...</li><li>• Yet, some people might argue against this because...</li></ul>
Skill 4: Support an Idea		<ul style="list-style-type: none"><li>• Can you give an example from the text?</li><li>• Can you show me where it says that?</li><li>• What are examples from other texts?</li><li>• What is a real-world example?</li><li>• What is an example from your life?</li><li>• Are there any cases of that?</li><li>• What is the evidence of what...?</li><li>• Like what?</li><li>• Why do you say that?</li><li>• How do you justify that?</li><li>• What does that look like?</li><li>• What would illustrate that?</li><li>• Why is that a good example?</li></ul>	<ul style="list-style-type: none"><li>• For example...</li><li>• In the text it said that...</li><li>• One case showed that...</li><li>• An example from my life is...</li><li>• For instance...</li><li>• According to...</li><li>• An illustration of this could be...</li><li>• On one occasion...</li><li>• In this situation...</li><li>• To demonstrate,...</li><li>• In fact...</li><li>• Indeed...</li><li>• Have you ever...?</li></ul>
Skill 5: Evaluate, Compare, Choose One Idea			

## Academic Conversations: Using Jeff Zwiers' Five Core Conversation Skills

### Some Considerations for Different English Proficiency Levels

*Note: See section titled "Scaffolding" for more information on how to scaffold for different proficiency levels.*

Emerging	Expanding	Bridging
Have students converse in groups of three; the other two students are at higher proficiency levels. Allow the Emerging student to observe conversation first then rotate into the conversation. Emerging student responds using short phrases.	Have students converse with a partner; partners at emerging, expanding, and bridging levels. Expanding students are expected to sustain dialogue, ask questions, and add some relevant information.	Have students converse with a partner; partners at bridging, expanding, and lifelong language learners proficiencies. Bridging students are expected to sustain dialogue, ask relevant questions, build on responses, and provide useful feedback.

*Develop essential academic vocabulary for the concept and allow students to practice using it.*

### Integrated ELD

Conversations fortify the understanding of content in all disciplines (Math, Science, English, History/Social Science, VAPA, etc.). Conversations provide extra background for what students are about to do or read. Conversations allow students to fill in any holes of understanding and solidify what they just read or learned. Conversations during reading build the types of thinking and vocabulary that help students understand the reading.

### Two-sided Information Gap Conversation

This activity gives students conflicting information for an argument-based conversation.

- Students argue different sides of an issue as they learn key points of the topic.
- Students need to talk to bridge gaps in knowledge.
- Partners A and B each have note cards that describe points on each side of the issue.



## Academic Conversations: Using Jeff Zwiers' Five Core Conversation Skills

### Math Example PROMPT:

Should students be allowed to use their own methods for solving an algebra word problem?

Explain why or why not.

Provide the following for students to use:

- That was an important point, but it does not outweigh....
- Then again,.....
- Even though,.....
- Why is that important?
- What about the influence of?
- Tell me more about .....
- How does that example support your argument?

### Sample Student Responses:

**A When solving algebra word problems, students should be allowed to use their own methods for solving them because:**

- It allows students to more deeply understand the problems.
- They can teach teachers and other students in the class new ways to solve problems.
- It gets them more involved and interested in math; and to do what real mathematicians do.

**B When solving algebra word problems, students should NOT be allowed to use their own methods for solving them because:**

- They can learn methods that won't help them in more advanced math.
- It is harder for the teacher to see where errors in thinking happen.
- The methods might take too long, especially in testing situations.

## Designated ELD

Based on the language/content objectives and the text features that may be challenging for English learners, teachers should select one of the following to address during designated ELD:

- **Transitions and connectives:** essential for maintaining coherence and flow of meaning
- **Cause and Effect:** for this reason, since, but, then, therefore, thus, because
- **Additional examples/evidence:** for example, in addition to, also, besides, another, moreover
- **"U-turn" clauses/comparison:** on the contrary, nevertheless, however, although, at the same time, on the other hand, yet, instead of
- **Sequence:** first, second, then, last, finally

## Academic Conversations: Using Jeff Zwiers' Five Core Conversation Skills

### Formative Assessment

Some ideas may include:

- Listening to student conversations.
- Taking anecdotal notes on the use of academic conversations by students.
- Noting errors and areas of difficulty.
- Videotaping student conversations and transcribing the video clips to guide the gradual release of responsibility for learning from the teacher to the students.
- Using rubrics or checklists to assess.

### K-6 Resources and Videos

#### [Kindergarten Fact or Opinion Lesson](#)

Source: *The Teaching Channel*



#### [Transitional Kindergarten Conversation](#)

Source: *Los Angeles Unified School District (Breed Street Elementary School), 2014*



### 6-12 Resources and Videos

#### [Grade 11: Vignette 7.3. Reading, Analyzing, and Discussing Complex Texts in American Literature](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



## Academic Conversations: Using Jeff Zwiers' Five Core Conversation Skills

### [Figure 21.10 Academic Conversations, Grade 11](#)

Source: *History Social Science Framework for California Public Schools, 2017*



### [Grades 7-8: Engaging ELLs in Academic Conversations](#)

Source: *The Teaching Channel*



## Close Reading

### Learning Targets

This strategy guides student understanding of a complex text. Close reading builds students' habits of inquiry and investigation for complex texts. Students demonstrate this habit when they begin asking themselves and others questions about the text:

- What does the text say?
- How does the text work?
- What does the text mean?
- What does the text inspire me to do?

### Why Use This Strategy?

Use this strategy to encourage students to read and reread deliberately, focusing on the meanings of individual words and sentences, and the order of sentences, and how ideas develop throughout the text. Close reading leads students on a cognitive path that begins with establishing the literal meaning of the text and ends with an exploration into its deeper meaning.

### When to Use This Strategy

This strategy is used with complex text when the text does not give up its meaning easily or quickly. Close reading involves an investigation of a short piece of text in elementary and secondary classrooms in all disciplines (Math, Science, English, History/Social Science, VAPA, etc.).

### How Does this Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<u>Reading</u> Key Ideas and Details	<u>Part I</u> <b>1. Exchanging information and ideas</b>	<u>Claim #1</u> Students can read closely to comprehend increasingly complex texts.	<u>Reading</u> <b>Read a short informational passage</b>
Craft and Structure	<b>6. Reading closely literary and informational ideas</b>		<b>Read a literary passage</b>
	<u>Part II</u> 1. Understanding text structure 2. Understanding cohesion		<u>Speaking</u> Support an opinion

## Close Reading

### How Do I Plan For This Strategy?

- Choose short texts with enough complexity to allow students to practice comprehension strategies.
- Prepare questions (using questions at various levels/DOK) that engage students in reexamining texts and that support their ability to meet the CCSS Reading Standards. See figure 6.0 to assist in writing questions.
- Teach students how to ask questions about the texts they read
- Incorporate rereading of the text.

### Steps (Phases)

Students read the section of text multiple times with a different focus for each read. This may take place over the course of several days.

Students:

1. Preview the Text
2. First reading- Basic Comprehension and Decoding: What does the text say?
3. Second reading- More In-Depth Meaning: How does the text work?
4. Third reading- What is the deep meaning of the text?

### Some Considerations for Different English Proficiency Levels

*Note: See section titled "Scaffolding" for more information on how to scaffold for different proficiency levels.*

#### Emerging

Allow students to process chunks of the text in their primary language. ELs can be given English or bilingual glossaries as well as home language materials and sentence frames to assist them in answering text dependent questions.

#### Expanding

Pose thoughtfully planned text-dependent questions (text structure questions).

ELs might need to be provided with some concise background knowledge to access the key ideas of the text.

#### Bridging

Pose thoughtfully planned text-dependent questions (text structure questions).

Have students keep a journal of the questions they ask themselves and their responses and review them periodically.

*Develop essential academic vocabulary for the concept and allow students to practice using it.*

## Close Reading

Figure 6.0  
Relationship Between Depth of Knowledge (DOK) and Types of Text-Dependent Questions

Question Types	DOK 1: Recall	DOK 2: Skill / Concept	DOK 3: Strategic Thinking	DOK 4: Extended Thinking
<b>General Understanding:</b> What does the text say?	Identify sequence of events, major plot points, story arc, or main claim and evidence furnished.			
<b>Key Details:</b> What does the text say?	Answer questions about information provided directly in the text (i.e. who, what, when where, why, how much, or how many).	Determine importance of ideas, link main idea to supporting details.		
<b>Vocabulary:</b> How does the text work?		Identify denotation: Use structural and contextual analysis to resolve meaning.	Identify connotation and shades meaning, figurative language and analogies; interpret mood and tone.	
<b>Structure:</b> How does the text work?		Locate text structures (cause and effect, problem and solution, description, and chronological order).	Link major concepts or ideas across paragraphs and passages; interpret elements of text using literary analysis (e.g., characterization, point of view, and narration).	
<b>Author's Craft:</b> How does the text work?			Identify the ways a writer's decision about word choice and text structures serve to convey experiences, information, or arguments.	
<b>Author's Purpose:</b> What does the text mean?		Locate stated purpose of the text, if applicable; analyze author's relationship to the content of the piece.	Determine hidden or subversive intentions and hypothesize possible motivations or interests.	Critique author's purpose using rhetorical structures and formal reasoning; link these to historical, sociological, or psychological phenomena.
<b>Intertextual Connections:</b> What does the text mean?				Compare and contrast information or viewpoints across multiple texts.

Adapted from *Text-Dependent Questions, Grades 6-12: Pathways to Close and Critical Reading* (Corwin Literacy) by Douglas B. Fisher, Nancy Frey, Heather L. Anderson, Marisol C. Thayre

## Close Reading

### Integrated ELD

Students participate in three reads of a complex text using annotation while reading for each purpose. The teacher asks text dependent questions during the reading of the text. For ELs, the text dependent questions are scaffolded by proficiency level. Teachers develop sentence frames and word banks to support student responses.

### Designated ELD

The focus is on analyzing craft and structure. Students can be asked to analyze one of the following in a lesson:

- how a text is organized
- literary devices used
- author's word choice and purpose
- type and quality of evidence provided

During Designated ELD, provide opportunities for students to closely read a variety of other texts that include similar sentence structure.

### Formative Assessment

Teachers observe students as they respond to the text dependent question and take anecdotal notes to guide the gradual release of responsibility for learning from the teacher to the students.

### K-6 Resources and Videos

[Grade 2: Vignette 4.1 Close Reading of Lilly's Plastic Purse \(Narrative Text\) ELA Instruction](#)

Source: English Language Arts/English Language Development Framework for California Public Schools, 2015



[Close Reading with Emerging Readers](#)

Source: San Bernardino Unified School District, 2015



## Close Reading

### 6-12 Resources and Videos

#### [Grade 6: Vignette 6.1 Close Reading of a Memoir in ELA](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



#### [Grade 7: Vignette 6.3 Close Reading of an Informational Text](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



#### [Grade 11: Vignette 7.3 Reading, Analyzing, and Discussing Complex Texts in American Literature](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



#### [Grade 7: How Does the Text Work, Science](#)

Source: *Will Mellman, Pathways to Close and Critical Reading*





## Collaborative Retell

### Learning Targets

Students retell stories read aloud or independently read in sequence.

### Why Use This Strategy?

Collaborative retell provides an opportunity for multiple rereading, discussion, clarification, and re-creating stories both physically and orally. This deepens comprehension and builds spoken and reading fluency. Using this strategy gives teachers the ability to model language, listen as students speak and provide “just-in-time scaffolding” to students.

### When to Use This Strategy?

Use this strategy to model the language needed to retell a literary or informational text sequentially. Teachers can model the use of rhythm and intonation (prosody) as well as the use of language (i.e. expanded sentences with descriptive and prepositional phrases). This strategy is also a way to scaffold for independent student writing.

### How Does this Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<u>Speaking and Listening</u> <b>Presentation of Knowledge and Ideas</b>	<u>Part I</u> <b>5. Listening actively</b>  <b>9. Presenting</b>  <b>12. Selecting language resources</b>	<u>Claim #3</u> Students can employ effective speaking and listening skills for a range of purposes and audiences.	<u>Writing</u> Describe a Picture  <u>Speaking</u> <b>Retell a Narrative</b>  <b>Summarize an Academic Presentation</b>
<u>Writing</u> Production and Distribution of Writing	<u>Part II</u> 1. Understanding Text Structure  2. Understanding cohesion  6. Connecting ideas		

## Collaborative Retell

### How Do I Plan For This Strategy?

- Choose an enriched text to read to students or for them to read independently.
- *Optional:* Provide 3-5 pictures for students to use to assist in their retelling.
- *Optional:* Provide materials for students to use to create props for retelling.
- Prepare to take anecdotal notes on the use of language (including transitions) in the retelling.

### Steps

1. Read a text to students or have them read the text independently.
2. Together create a story map with characters, setting, problem, and events (orientation → complication → resolution). The teacher provides a visual for each of the key events in the text.
3. Students retell the story to a partner using the precise language of the text. (*Optional: Students can use pictures in their retelling*)
4. The teacher listens as students speak and notes any information to guide further language instruction.

Extension for K-3 students:

- Make and use props for the story reenactment

Extension for 4-12 students:

- Sequence and reenact complex story plots
- Write a new version of familiar stories and retell
- Create scenes demonstrating a variety of points of view centering on an issue

Adapted from Herrell, A.L., & Jordan, M. (2012). Story Reenactment: Making Stories Come to Life! In *50 Strategies for Teaching English Language Learners* (p.117-119). Boston, Massachusetts: Pearson.

## Collaborative Retell

### Some Considerations for Different English Proficiency Levels

*Note: See section titled “Scaffolding” for more information on how to scaffold for different proficiency levels.*

#### Emerging

Students at this level should use the same texts that other students do. A companion text addressing the same content with more accessible language can also be useful as temporary scaffold. The teacher intentionally models the use of language and students repeat (echo) what was said. Students can use props in their retelling. Students retell the story to the teacher before a partner.

#### Expanding

Teachers can create lists of linking and transition words (e.g., *at the beginning, end, first/next*) as well as past tense verbs to assist students in their retelling. These lists can be created with help from students.

Reference the CA ELD standards for the types of vocabulary and grammatical structures students at this level should be able to use.

#### Bridging

Teachers can post lists of linking and transition words (e.g., *for example, afterward, first/next/last*) as well as past tense verbs to assist students in their retelling.

Reference the CA ELD standards for the types of vocabulary and grammatical structures students at this level should be able to use.

*Develop essential academic vocabulary for the concept and allow students to practice using it.*

### Integrated ELD

- Routinely examine the texts used for instruction to identify language that may be challenging for English learners.
- Determine opportunities to highlight and discuss particular language resources (e.g. powerful or precise vocabulary, transition words and linking words, past tense verbs and ways of starting paragraphs to emphasize key ideas and details) in text being used for instruction.
- Students practice using the terminology:
  - For narrative: characters, setting, problem and events (orientation → complication → resolution) in retelling text with a partner.
  - For informational: transitional words

## Collaborative Retell

### Designated ELD

A lesson may include:

- During Designated ELD, focus on the grammatical structure of retelling in sequence using past tense verbs.
- Work with students to create lists of transition words and linking words. Model how to use these words in the retelling.
- Model how to use pictures to retell a story and use expanded sentences (including descriptive adjectives and prepositional phrases).

### Formative Assessment

- Take anecdotal notes on the use of language (including transitions) in the retelling.
- Create a rubric based on the CCSS and ELD to score students as they retell. The rubric could include rating the retell for the sequence of key events and the precise language students used (such as the use of transition words or linking words to form a cohesive narrative).
- Use a checklist to listen for (some ideas listed below):
  - Key events told in sequence
  - Details used to explain the key events
  - Cohesion in the use of transition words or linking words
  - Appropriate grammatical structure
  - Register appropriate for the task and audience

### K-6 Resources and Videos

[Transitional Kindergarten: Vignette 3.1 Retelling and Rewriting \*The Three Little Pigs\*](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



[Transitional Kindergarten: Vignette 3.2 Retelling \*The Three Little Pigs\* Using Past Tense Verbs and Expanded Sentences](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



## Collaborative Retell

### [Grade 1: Academic choice- Comprehending and Retelling a Story](#)

Source: *The Teaching Channel*

(Focus on the language used to retell and not the academic choice conversations)



## 6-12 Resources and Videos

### [Middle School: Sequencing Reading Strategy](#)

Source: *WatchKnowLearn.org*



## Collaborative Summarizing

### Learning Targets

Students will independently and collaboratively summarize the main idea of sections of a text using precise words and details.

### Why Use This Strategy?

Summarizing and collaborative summarizing provides students an opportunity to process information in a manner that increases retention of information.

### When to Use This Strategy?

Use this strategy periodically to provide students an experience that integrates three language domains - speaking, listening, and reading. Students read the text, discuss with peers, and negotiate a summary to share with others. The text summary could also lead to an interactive and/or independent writing activity.

### How Does this Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<u>Reading</u> <b>Key Ideas and Details</b>	<u>Part I</u> <b>3.1 &amp; 3.6 Supporting Opinions and Ideas</b>	<u>Claim #1</u> <b>Students can read closely to comprehend increasingly complex texts.</b>	<u>Reading</u> <b>Read a Literary Passage</b>
<u>Speaking and Listening</u> Comprehension and Collaboration	10b. Writing		<b>Read an Informational Passage</b>
<u>Writing</u> <b>Production and Distribution of Writing</b>	<u>Part II</u> 3.7. Using Verbs and Verb Phrases	<u>Claim #3</u> Students can employ effective speaking and listening skills.	<u>Writing</u> Write About Academic Information
		<u>Claim #4</u> Students can engage in research/ inquiry to present information.	<u>Speaking</u> <b>Support an Opinion</b>
			<u>Listening</u> Listen to a Short Exchange

## Collaborative Summarizing

### How Do I Plan For This Strategy?

- Select a text at the student's independent level to read and summarize. (Keep in mind the three text complexity dimensions – quantitative, qualitative, reader and tasks.)
- Determine the reading level (e.g., lexile level of the passage). Pay close attention to word length, word difficulty, word frequency, sentence and text length and text cohesion.
- Identify language and knowledge demands and levels of meaning.
- Consider purpose for reading passage and language proficiency levels.

### Steps

*Note: A template is available in the appendix*

1. Model for students how to identify important information in text. Ask students to identify and record 3-6 big ideas from text. (Students may annotate and/or highlight text). Students complete this individually.
  - Identify who or what is most important in the section.
  - Identify what the subject is doing.
  - Use 15 words or fewer to summarize the section.
2. Ask students to pair up and share their big ideas (summaries). Create a combined list of 3-6 big ideas.
3. Have each pair meet with another pair. Have each group of four renegotiate their list and order the list so that it makes sense as a summary.
4. Have each group of four find another group of four. Each group shares their summary and all eight students develop a collective summary.
5. Complete the strategy by asking students to edit their summaries if necessary.

-Students are provided opportunities to **use** language throughout this strategy as they negotiate their summary with other students.

-A template is provided for note-taking purposes on p. 90.

Adapted from Learning-Focused. How to get the most from summarizing strategies. Boone, NC.

Adapted from Boutz, A.L, et al. (2012). *Tools for thoughtful assessment: classroom-ready techniques for improving teaching and learning*. (n.p.): Silver Strong and Associates.

## Collaborative Summarizing

### Some Considerations for Different English Proficiency Levels

*Note: See section titled “Scaffolding” for more information on how to scaffold for different proficiency levels.*

#### Emerging

Support students by selecting text with simple sentences, **familiar vocabulary**, and with sufficient graphics and/or pictures.

Provide sentence frames if necessary.

#### Expanding

Support students by selecting text with simple sentences, **mostly familiar vocabulary**, and with sufficient graphics and/or pictures.

#### Bridging

Provide complex grade-level text to read and summarize. Technical text on familiar topics with appropriate scaffolding students reading technical text

*Develop essential academic vocabulary for the concept and allow students to practice using it.*

### Integrated ELD

Provide English learners plenty of opportunities to summarize important content knowledge with peers from diverse language backgrounds. Review steps for Collaborative Summarizing prior to engaging students in activity.

### Designated ELD

During designated ELD, English learners should be explicitly taught Collaborative Summarizing steps. For example:

- Present the guidelines for summarizing:
  - Complete, Concise, Accurate, Objective, and Coherent
- Highlight that summarizing is more than retelling. It involves analyzing information, distinguishing important from unimportant elements of the text, and translating large chunks of information into a few short cohesive sentences.
- Model a verbal summary by summarizing something students watched on television or a conversation they had with a friend.
- Have students practice summarizing a familiar or interesting topic.

For example: “What did you do last weekend?”

  - What happened?
  - Who was involved?
  - What was the outcome?
  - Would someone who heard/read my summary understand the main points of the text?
- Confirm that each student understands how to use the strategy and provide additional time to practice.



## Collaborative Summarizing

### Formative Assessment

Provide students opportunities to use collaborative summarizing. As they practice with their peers in either one to one or small group situations, monitor discussions to assess students' understanding and use of strategy. Make mental note of aspects of strategy challenging to students for re-teaching purposes. If helpful, develop a checklist or rubric of important strategy components e.g., summarizing.

### K-6 Resources and Videos

[Grade 3: Vignette 4.3 Collaborative Summarizing with Informational Texts Integrated ELA and Science Instruction](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



### 6-12 Resources and Videos

[Grade 7: Collaborative Summarizing in 7<sup>th</sup> Grade History](#)

Source: *You Tube video from Rick Stevens, 2013*



[Grade 11: Vignette 7.3. Reading, Analyzing, and Discussing Complex Texts in American Literature](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



## Repeated Interactive Read Aloud

### Learning Targets

Students will engage in listening and speaking about a particular text throughout the duration of the read-aloud using evidence to support their ideas.

### Why Use This Strategy?

Repeated interactive read aloud exposes students to new vocabulary and grammatical structures, familiarizes students with a variety of text structures and features, and provides students with opportunities for collaborative meaning as they discuss the text with teachers and peers. It provides students with opportunities to build their listening comprehension skills.

### When to Use This Strategy?

Use this strategy to demonstrate for students the way the reading process works in a meaningful context and enhance listening comprehension in books beyond the student's independent reading level including informational and literary text.

### How Does this Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<u>Listening</u> Conventions of Standard English	<u>Part I</u> <b>5. Listening actively to spoken English</b>	<u>Claim #3</u> Students can employ effective speaking and listening skills for a range of purposes and audiences	<u>Listening</u> Listen to a Short Exchange
<u>Reading</u> Key Ideas and Details	<b>7. Evaluating language choices</b>		Listen to a Story
<u>Speaking and Listening</u> Comprehension and Collaboration	<b>8. Analyzing language choices</b>		<u>Speaking</u> Retell a Narrative
	<u>Part II</u> <b>1. Understanding text structure</b>		

## Repeated Interactive Read Aloud

### How Do I Plan For This Strategy?

- Preview the book by reading it to yourself ahead of time.
- Select text from a wide variety of genres and tap into the readers' interests.
- Consider:
  - The learning goals for your students
  - The language outcomes for your students
  - How the lesson supports other instruction

### Steps

\*The book is read three times to allow students to increase the amount of analytical discussion as they answer questions.

1. **Book walk:** The teacher previews the text elements before reading to students. Students make predictions based on what they see during the preview.
  - Look at the cover (genre, fiction, non-fiction, story elements, etc.), ask students about the title, author, illustrator, type of colors and art used on the cover, talk about the back cover, give students a chance to look at the pictures on each page of the book or for upper grades, take the chapter titles in the table of content to make predictions.
2. **Scaffold Prior knowledge:** The teacher helps students make connections to what they already know. The teacher will also introduce rich vocabulary words used in the text.
3. **Emphasize elements of the text:** For narrative: setting, characters, and the plot's problem and solution, exposition, climax, conflict, and resolution. For informational text structure: problem/solution, compare/contrast, cause/effect, sequence and description.
4. **Ask purposeful questions:**
  - The teacher needs to identify where the question fits within Bloom's Taxonomy or Depth of Knowledge questions.
  - The teacher can ask the questions orally and model thinking out loud.
5. **Student responses:** Students can respond orally and in writing. Allow students to discuss questions in partners and then share with the entire group.

## Repeated Interactive Read Aloud

### Steps continued

6. **Second and third read:** A day or two should pass before each rereading. The teacher reinforces the vocabulary words introduced as well as asks a question that allows for analytical discussion of the book. For example, students may be asked to tell about something that might happen with the characters beyond the story or text.
7. **Summarize:** An interactive read aloud should consistently include how the students related to the story and make deep connections and inferences since they are critical listening comprehension skills. For example, the Text-to-Text, Text-to-Self and Text-to-World strategy will help students develop the habit of making connections, better comprehend and make meaning of the ideas in the text.
  - Text-to-Text: “This reminds me of another book...”
  - Text-to-Self: “This reminds me of a time...”
  - Text-to-World: “This reminds me of something I have heard or seen...”

Adapted from Spycher, P. (2014). *The common core state standards in English language arts/literacy for English language learners: Grades K-5*. Alexandria, VA: TESOL Press.

Adapted from McGee, L.M. and Schickedanz, J. (2007). *Repeated interactive read-alouds in preschool and kindergarten*. *The Reading Teacher*. 60(8), 742-751.

### Some Considerations for Different English Proficiency Levels

*Note: See section titled “Scaffolding” for more information on how to scaffold for different proficiency levels.*

Emerging	Expanding	Bridging
Teacher may use texts with embedded second language (Tomas and the Library Lady by Pat Mora).	Teacher begins by discussing the illustrations or other text structures to enhance comprehension.	Teacher develops questions that support deeper conversations about new concepts and ideas.
Preview the book with students taking a picture walk to introduce key vocabulary and concepts.	Encourage students to make predictions about what will happen next in the story.	Have students make connections to other texts with similar text structures or features.
<i>Develop essential academic vocabulary for the concept and allow students to practice using it.</i>		

## Repeated Interactive Read Aloud

### Integrated ELD

- Consider the background knowledge and cultural experiences of your English learners.
- Highlight concepts they need to support their comprehension.
  - For example: In the book, Goin' Someplace Special by Patricia McKissack, Jerry Pinkey, the teacher may need to briefly discuss the time period the story takes place and define the word segregation.
- Explain the text structure that the author uses and emphasize typical language features of that structures

For example: a cause/effect text structure may use subordinating conjunctions such as *because, since, as a result*

### Designated ELD

Teach students about text structure and understanding cohesion depending on the text you are introducing. You can decide what to teach depending on the objective or goal. A lesson may include:

- sequence of events
- predictable stages of the text versus an informative text with topic and details
- how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g. one time, then, next, after a long time, first, second, third, once at the end)

### Formative Assessment

Listen to students' vocabulary use, understanding of text structures and features, grammar and syntax use as students participate in the read-aloud. Teachers can use a checklist or rubric to monitor use of language.

### K-6 Resources and Videos

#### [Kindergarten: Vignette 3.3 Interactive Storybook Read Aloud](#)

Source: English Language Arts/English Language Development Framework for California Public Schools, 2015



#### [Grade 1: Vignette 3.5, Interactive Read Alouds with Informational Texts](#)

Source: English Language Arts/English Language Development Framework for California Public Schools, 2015



## Repeated Interactive Read Aloud

[Figure 3.5 in ELA/ELD Framework: Academic Vocabulary and Complex Grammatical Structures from \*Rumpelstiltskin\* by Paul O. Zelinsky](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



[Figure 3.6 in ELA/ELD Framework: Academic Vocabulary and Complex Grammatical Structures from \*Surprising Sharks\* by Nicola Davies](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



[Grade 1 Video: Interactive Read-Aloud/ Reading Workshop](#)

Source: *You Tube video by Mary Ann Reilly, 2012*



[Grade 1 and 2 Video: Building Scientific Ideas with Interactive Read-Alouds](#)

Source: *The Teaching Channel*



[Grade 3 Video: Deepen Comprehension During Interactive Read-Aloud](#)

Source: *Vimeo video by Teaching Matters, 2016*



## Repeated Interactive Read Aloud

[Grade 3-5 Video: Bringing Close Reading and Accountable Talk into an Interactive Read Aloud of Gorillas](#)

*Source: Vimeo video by TC Reading and Writing Project, 2013*



## Text Reconstruction

### Learning Targets

Students look closely at text to understand its meaning. Students note key words and phrases, take notes and recreate the text with a partner.

### Why Use This Strategy?

Use this strategy to help students negotiate the meaning of a text, discussing the content while working with a partner to agree on how to reconstruct the text so the meaning is similar to the original text.

### When to Use This Strategy?

This strategy is used to build content knowledge by providing students an opportunity to develop reading skills while working collaboratively.

### How Does This Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<u>Speaking and Listening</u> Comprehension and Collaboration	<u>Part I</u> <b>3. Offering Opinions</b>  <b>5. Listening actively</b>  <b>7. Evaluating Language Choices</b>  <b>8. Analyzing Language Choices</b>  <u>Part II</u> <b>1. Understanding Text Structure</b>	<u>Claim #3</u> Student can employ effective (speaking and) listening skills for a range of purposes and audiences.	<u>Writing</u> Write an Informational Text Together  <u>Listening</u> <b>Listen to a Story</b>  <b>Listen to an Oral Presentation</b>



## Text Reconstruction

### How Do I Plan For This Strategy?

- Select or prepare a short excerpt from a text students have been reading or a text about the same topic students have been studying. Text should be about a 1 minute read aloud.
- The text selected should support the features of language you are highlighting within the text type.
- *Optional:* Create a two-column note-taker that includes two or three of the important words as a model for the kinds of words students should listen for and use. (See Figure 6.1 for an example)

### Sample Template

*Note: A full size copy is available in the appendix*

Figure 6.1  
Text Reconstruction Two-Column Note Taker

Key Vocabulary Words:	
My notes:	My partner's notes:

### Steps

1. *Read once:* Teacher reads a short section of the text (no more than 60 seconds) aloud while students **just listen**.
2. *Read twice:* Teacher reads the text a second time while students **listen and take notes** listening for keywords and phrases.
3. *Reconstruct:* Students work with a partner to collaboratively reconstruct the text using their notes (lots of discussion should happen here). If there is time, have the partners work with another set of partners to further refine their reconstructions.
4. *Check and compare:* Teacher shows the original text to students and invites students to discuss differences or similarities between the original and their texts.
5. Provide opportunities for students to **use** the language.

*Optional Deconstruct:* Teacher highlights for students a few key language features in the text. (Later, show them how to deconstruct, or unpack, the text even further to reveal more of the **language features and patterns**.)

Adapted from Gibbons, P. (2009). *English learners, academic literacy, and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann and Spycher, P. & Linn-Nieves, K. (2014). Reconstructing, Deconstructing, and Constructing Complex Texts. In Pamela Spycher (Ed.) *The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K-5*. Alexandria, Virginia: TESOL Press.

## Text Reconstruction

### Some Considerations for Different English Proficiency Levels

*Note: See section titled "Scaffolding" for more information on how to scaffold for different proficiency levels.*

#### Emerging

Students at this level should use the same texts that other students do. A companion text addressing the same content with more accessible language can also be useful as temporary scaffold.

The teacher can provide sentences and text on strips of paper that students work to reconstruct with a partner.

Teachers can provide concise instruction of background knowledge when the content is new.

#### Expanding

Teachers can create and post lists of content-specific academic language and vocabulary.

Teachers can provide concise instruction of background knowledge when the content is new.

#### Bridging

Teachers can create and post lists of content-specific academic language and vocabulary.

*Develop essential academic vocabulary for the concept and allow students to practice using it.*

### Integrated ELD

- Routinely examine the texts used for instruction to identify language that may be challenging for English learners and is essential to understanding the main idea of the text.
- Using the original text, the teacher takes out words, phrases, and sentences, and students must insert words to maintain the original meaning of the text.
- Determine opportunities to highlight and discuss particular language resources (e.g. powerful or precise vocabulary, transition words and linking words, past tense verbs and ways of starting paragraphs to emphasize key ideas and details) in text being used for instruction.

## Text Reconstruction

### Designated ELD

- Reference the appropriate grade level ELD standards and English proficiency level of students to determine the language forms to guide lesson development.
- Select a reconstruction done by two students.
- The teacher models how to infuse or replace parts of the reconstruction with language forms the teacher would like to focus on. For example, precise academic vocabulary (ELD.PI.11) or modal expressions (ELD.PI.11) could be added to strengthen the writing.
- After seeing this modeled, students can work with their partners to try and do what was modeled.
- Anchor charts could be created to help students strengthen their writing. (See below for some examples)

Precise Academic Verbs		
shows that	demonstrate	compile
Leads to	show	distinguish

Modal Expressions		
can	could	should
certainly	definitely	possibly

### Formative Assessment

- Create a checklist or rubric identifying language you are listening for in student reconstruction. Some items to listen for are below:
  - Complete reconstruction including the beginning, key details, conclusion or main idea and supporting details.
  - Use of key words and precise vocabulary in the reconstruction.
  - Use of language features that the teacher has highlighted.

## Text Reconstruction

### K-6 Resources and Videos

#### [Grade 5: Vignette 5.3. Science Informational Research Reports on Ecosystems](#)

Source: *English Language Arts/English Language Development Framework for California Public Schools, 2015*



#### [Grade 2 Video: Integrating ELD Instruction using the Text Reconstruction Strategy](#)

Source: *San Bernardino Unified School District, 2017*



#### [Grade 3 Video: Dictogloss](#)

Source: *You Tube video by Krystel Dagher, 2009*



### 6-12 Resources and Videos

#### [Middle School Video: Dictogloss for EAL/D Students](#)

Source: *You Tube video by AITSL, 2016*



#### [Middle School: Interacting with Complex Texts: Scaffolding Reading](#)

Source: *The Teaching Channel*



## Write About an Experience

### Learning Targets

Students will write about a familiar topic, activity or event based on their own personal experience. A students' response provides a well-developed description, details, and/or examples of the experience. The response includes a minimum of a three sentence paragraph.

### Why Use This Strategy?

One of the most challenging tasks for English learners is acquiring English writing skills. This strategy can help students develop skills to describe setting and character, details, plot, dialogue and sequence.

### When to Use This Strategy?

Use this strategy for students to communicate the significance of an experience to others in writing.

### How Does this Strategy Support Standards Based Instruction and Assessment?

*Note: Bolded items are primary standards or tasks*

CCR Anchor Standards	ELD Standards	SBAC Claims	ELPAC Task Type
<u>Writing</u> Text Types and Purposes	<u>Part 1</u> <b>10. Composing/Writing</b>	<u>Claim #2</u> Students can produce effective and well grounded writing for a range of purposes and audiences.	<u>Writing</u> Write about an Experience

## Write About an Experience

### How Do I Plan For This Strategy?

- Select a shared experience, memory or event.
- Use an experience that has a sequence (chronological, beginning, middle and end) and could include descriptive language (sensory words) as well as personal commentary and observations.

### Steps

1. Provide students with examples of narrative writing.
2. Analyze a narrative as a class. An analysis would include the details, vocabulary choices, sequence.
3. Write a narrative as a class (Language Experience).

*Language Experience Approach:* The teacher uses a shared experience as a prompt to collectively write a text with students. The teacher acts as a scribe, writing the students' words as they dictate them, listening for the narrative thread and helping them clarify their thoughts and ideas. They talk about revision while they work. Together they reread what they have written together.
4. Students write a personal narrative utilizing a template or graphic organizer. Figure 6.2 is an example template for writing a personal narrative (about you).
  - a. **Zoom** in on a small moment
    - What is significant /important about this event?
    - What was its effect on you?
  - b. **Events** told in order
    - Beginning, Middle, End
  - c. **Stretch** it out with **details** (sensory and feelings)
    - What do you see, hear, smell?
    - What were your feelings or thoughts?

Adapted from Calkins, L. (1994). *The art of teaching reading*. Portsmouth, NH: Heinemann.

Adapted from Routman, R. (2005). *Writing essentials*. Portsmouth, NH: Heinemann.

Adapted from McCarrier, A., Fountas, I.C., & Pinnell, G. (2018). *Interactive writing: how language and literacy come together*. Portsmouth, NH: Heinemann.

## Write About an Experience

### Sample Template

*Note: A full size copy is available in the appendix*

Figure 6.2  
Personal Narrative Template

Personal Narrative		
<b>Small Moment Topic:</b> <div></div>		
<b>Transition Words:</b>		
It all started I was It was On a When I was	After that Later Soon Then Suddenly	Finally In the end After that Eventually At last
Beginning	Middle	End
Details: (sound, taste, smell, feelings, thoughts)		

## Write About an Experience

### Some Considerations for Different English Proficiency Levels

*Note: See section titled “Scaffolding” for more information on how to scaffold for different proficiency levels.*

#### Emerging

For students at this level of proficiency, students may begin with pictures with a word bank provided by the teacher.

#### Expanding

For students at this level of proficiency, the teacher and students create a word bank of vocabulary they may use.

Sentence frames/starters may also be available for students to use.

#### Bridging

For students at this level of proficiency, the teacher may support the students by brainstorming descriptive words (sensory and feelings) to encourage precise word choice.

*Develop essential academic vocabulary for the concept and allow students to practice using it.*

### Integrated ELD

- Use a mentor text to identify the text structure of a narrative.
- Provide a word bank with precise vocabulary for students to use when writing.
- Sentence frames can be used to help students begin their narrative.

### Designated ELD

- Using model text, students examine how authors use language “to show, not tell,” based on precise word choice.  
For example:  
*Telling:* She was distraught.  
*Showing:* She signed deeply with her shoulders slumped forward. Tears threatened to escape her eyes.

### Formative Assessment

- Create a personal narrative rubric to assess the students’ writing.
- Monitor students as they write.
- Look for writing patterns of strength and areas of growth to determine future mini-lessons and guide the gradual release of responsibility for learning from the teacher to the students.



## Write About an Experience

### K-6 Resources and Videos

#### [Grades K-6: Writing Personal Narratives](#)

Source: You Tube video from STEMtechMuller, 2014



### 6-12 Resources and Videos

#### [Grade 7: A Descriptive Writing Experience](#)

Source: The Teaching Channel



#### [High School: Writing a Paragraph with High School ELLs](#)

Source: Colorin Colorado video of Michelle Lawrence Biggar





## Appendix

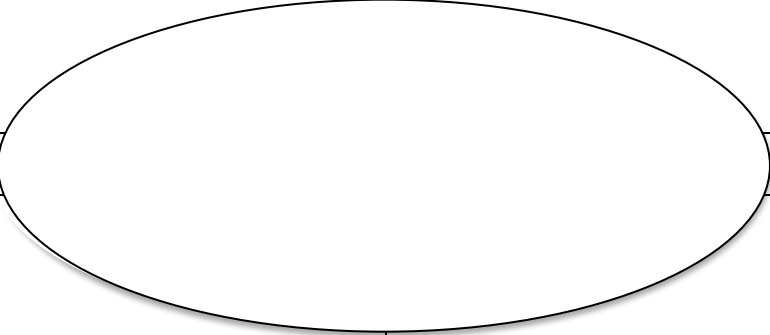
- Academic Language Checklist
- Frayer Model
- Sentence Patterning Chart
- Here/There Chant
- T chart for Sentence Unpacking
- Collaborative Summary
- 2 Column Notetaker for Text Reconstruction
- Personal Narrative Template

## Academic Language Checklist

	Word/Phrase Level	Sentence/Clause Level	Text Level
Where might comprehension break down for English Learners?	<input type="checkbox"/> Word or phrase relationships <input type="checkbox"/> Word or phrase meanings <input type="checkbox"/> Word parts that impact meaning <input type="checkbox"/> Word choice	<input type="checkbox"/> Sentence structure and complexity	<input type="checkbox"/> Genre traits <input type="checkbox"/> Text and organization
What are related features of academic language at this level?	<input type="checkbox"/> The language of functions (sequence, describe, compare, cause-effect, etc.) <input type="checkbox"/> Tier 2 general academic language <input type="checkbox"/> Tier 3 domain-specific vocabulary <input type="checkbox"/> Multiple meaning words in new context ( <i>table, control, model</i> , etc.) <input type="checkbox"/> Verb forms <input type="checkbox"/> Modals (will, might, could, must, etc.) <input type="checkbox"/> Nominalization (ex. <i>destroy</i> → <i>destruction</i> , <i>equate</i> → <i>equation</i> , <i>reduce</i> → <i>reduction</i> )	<input type="checkbox"/> Pronoun referents within and across sentences <input type="checkbox"/> Transitions between ideas or events (ex. <i>meanwhile, soon, however</i> , etc.) <input type="checkbox"/> Expanded verb phrases and noun phrases <input type="checkbox"/> Prepositional phrases <input type="checkbox"/> Longer compound and complex sentences, including dependent and independent clauses, embedded clauses, etc.	<input type="checkbox"/> Academic register <input type="checkbox"/> Active or passive voice <input type="checkbox"/> Cohesion devices or text connectives relating sentence to sentence, idea to idea, paragraph to paragraph, and introduction to conclusion across the text
Which strategy from this toolkit might support meaning making at this level?	<input type="checkbox"/> Academic Vocabulary: Frayer Model <input type="checkbox"/> Sentence Deconstruction	<input type="checkbox"/> Pictorial Input Chart <input type="checkbox"/> Sentence Deconstruction <input type="checkbox"/> Sentence Patterning <input type="checkbox"/> Sentence Unpacking	<input type="checkbox"/> Academic Conversations: Five Core Conversation Skills <input type="checkbox"/> Close Reading <input type="checkbox"/> Collaborative Retell <input type="checkbox"/> Collaborative Summarizing <input type="checkbox"/> Interactive Read Aloud <input type="checkbox"/> Text Reconstruction <input type="checkbox"/> Write About an Experience

## Frayer Model Academic Vocabulary

<b>Definition</b>	<b>Characteristics</b>
<b>Examples/Models</b>	<b>Non-Examples</b>



**Sentence Patterning Chart (OCDE Project GLAD<sup>®</sup>, 2015)**

<b>Adjective</b> (describes)	<b>Noun</b> (person, place, thing, idea)	<b>Verb</b> (action)	<b>Adverb</b> (describes a verb; tells how -ly)	<b>Prepositional Phrases</b> (tells where or when)

## Here/There Chant (OCDE Project GLAD®, 2015)

Adapted from: Marlene and Robert McCracken

1. Review your grade level standards and curriculum. Identify key vocabulary, grammar, spelling patterns and reading comprehension skill and strategies.
2. Select a plural noun (living nouns are often easier in the beginning) Ex: geologists vs. rocks
3. Use the pattern below to create an original poem. (Use adverbs 2nd and above).
4. Write poem on chart paper and post in classroom. Color-code the stanzas.
5. Chant poem with students. Use gestures. Model fluency, intonation, prosody.
6. Remember the extensions: highlight, sketch, add picture file cards, develop Sentence Patterning Chart, Flip Chant, Team & Individual Tasks.

Note: This frame is designed for teachers.

HERE – THERE Written By: \_\_\_\_\_

	here,		there,
(Plural noun)		(Plural noun)	
			everywhere.
(Plural noun)		(Plural noun)	

(Adjective)	(Noun)	(Verb –ing)	(Adverb)
(Adjective)	(Noun)	(Verb –ing)	(Adverb)
(Adjective)	(Noun)	(Verb –ing)	(Adverb)

(Plural noun)	(Prepositional phrase)
(Plural noun)	(Prepositional phrase)
(Plural noun)	(Prepositional phrase)

And

(Plural noun)	(Prepositional phrase)

	here,		there,
(Plural noun)		(Plural noun)	
			everywhere.
(Plural noun)		(Plural noun)	

(Plural noun)	(Plural noun)	(Plural noun)

**T Chart for Sentence Unpacking**

Original Sentence:	
Chunk	Meaning



## Collaborative Summary

**My Big Ideas:**

--	--	--	--	--	--

**After meeting with a partner:**

--	--	--	--	--	--

**After meeting with a group of four:**

--	--	--	--	--	--

***Write your collaborative summary on the back.***

## Two Column Notes for Text Reconstruction

Key Vocabulary Words:	
My notes:	My Partner's notes:

## Personal Narrative Template

**Small Moment Topic:**

--

**Transition Words:**

It all started  
I was  
It was  
On a  
When I was

After that  
Later  
Soon  
Then  
Suddenly

Finally  
In the end  
After that  
Eventually  
At last

**Beginning**

**Middle**

**End**

**Details:**

--



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